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THE UNIVERSITY OF ALBERTA

A DESCRIPTION OF VERBAL INTERACTION AMONG EDMONTON PUBLIC
SCHOOL BOARD TRUSTEES AND OFFICIALS

by

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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Description of Verbal Interaction Among Edmonton Public School Board Trustees and Officials" submitted by Albert Keith Molyneux in partial fulfillment of the requirements for the degree of Master of Education.

ABSTRACT

This study investigated the verbal interaction among the Trustees and three Officials of the Edmonton Public School Board over a six month period commencing in October of 1964. The study sought to determine the extent to which the Trustees and Officials differed in the number of comments made, the nature or valence of the comments made, as well as which Trustees and Officials made different numbers of financial and non-financial comments.

The comments of the Trustees and Officials were recorded as they were made at Board meetings. Charts entitled "Regular Agenda Items" and "Delegation Presentations" were used. The charts were designed so that a record could be kept of the nature of the agenda item under discussion, the individual Trustee and Officials who made comments, to whom the comments were directed, whether the comments were of a financial or non-financial nature and the valence of the comments. A total of five classifications of agenda items were chosen after an examination of the 1963-1964 Board minutes. The twelve categories developed by R.F. Bales were used as valence categories.

An examination of the findings indicates that the individual Trustees and Officials differed in the number of

comments made when non-delegation business was before the Board. Furthermore, only one individual, a Trustee, made an identical number of comments when the classifications of delegation presentations were considered.

The analysis of the data also indicated that only three of the seven Trustees and two of the three Officials made a different number of comments when the Board discussed non-delegation business, and that four Trustees and two Officials made a different number of comments when the classifications of delegation presentations were considered. However, when the number of non-financial comments was considered, it was seen that all but one of the Trustees and all the Officials made a different number of comments when the Board discussed non-delegation business. All Trustees and Officials made a different number of comments classified as non-financial when the classifications of delegation presentations were considered.

The examination of the valence of Trustees' and Officials' comments revealed that although they often had the majority of their comments classified in the same valence category during discussion of the selected agenda items, the Trustees and Officials never displayed identical patterns of verbal behavior as they never had an equal number and percentage of comments classified in the same valence categories.

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The investigator wishes to extend his sincere thanks for the co-operation, and at times patience, shown to him by his adviser, Dr. W.D. Knill. Sincere thanks are also extended to Professor E. Moore and Dr. E. Miklos for their criticisms and suggestions.

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CHAPTER I

INTRODUCTION

The decisions made by school boards will continue to have a vital bearing on the course of public education. Authors such as Bemis,¹ Prefontaine,² Theisen,³ and Tuttle,⁴ have outlined various duties and responsibilities of school board members. The legal responsibilities of school board members are outlined in provincial legislation. Descriptions of how school boards actually carry out their responsibilities, however, are lacking. Do trustees spend most of the time at school board meetings discussing business which is related to the instructional program or is the greater part of their time spent discussing the construction program, financial arrangements or matters pertaining to board activities? Does the

¹Maynard Bemis, Keith Goldhammer, and J. Russel Kent, Boardmanship--A Guide for the School Board Member (Stanford, California: Stanford University Press, 1955), pp. 24-31.

²Rene Prefontaine, "Trustees and Their Place in Education," The Manitoba School Trustee, 17:11-15, September, 1961.

³Ward Reeder, School Boards and Superintendents: A Manual of Their Powers and Duties (New York: The Macmillan Co., 1944), pp. 23-25, citing W.W. Theisen, The City Superintendent and the Board of Education, New York: Teachers College, Columbia University, n.d.).

⁴Edward M. Tuttle, School Board Leadership in America (Chicago: The Interstate Printers and Publishers, Inc., 1958).

individual trustee direct most of his comments toward one type of issue, or does he speak to all issues with similar convictions and feelings? Answers to these questions are needed if an appreciation of the functions of school boards and their members is to result.

I. PROBLEM OF THE STUDY

An examination of the literature pertaining to school boards reveals that little attention has been paid to the extent to which trustees and their appointed advisers contribute to board discussions.

Statement of the Problem

The problem of this study was to investigate the verbal interaction among the Trustees and three Officials of the Edmonton Public School Board as they discussed selected agenda items. Consideration of the problem required the solution of two concomitant problems:

1. The identification of mutually exclusive categories of topics which the Trustees and Officials discussed at Board meetings.
2. The choice of an instrument to categorize the comments of the Trustees and Officials.

Statement of Sub-Problems

This study considered three sub-problems:

1. To what extent do the Trustees and Officials differ in the number of comments they make on selected agenda items?
2. Which Trustees and Officials make different comments classified as Financial and Non-financial during discussion of the selected agenda items?
3. When discussing the selected agenda items, will the comments of the Trustees and Officials be of the same nature or valence?

Significance of the Study

A description of the verbal interaction of the Edmonton Public School Trustees and the three Officials will provide those who are concerned with the study and administration of school affairs with a clearer understanding of how trustees and officials of urban school boards carry out their responsibilities. If the techniques and instruments used to describe the verbal interaction of the Edmonton Trustees and Officials are adequate to describe the verbal interaction of trustees and officials of other school boards, this may lead to further research regarding the functioning of school boards. Data obtained concerning the verbal interaction between

trustees and officials may also provide additional information as to the role and duties of trustees and officials of school boards.

II. ASSUMPTIONS, DELIMITATIONS, LIMITATIONS, AND DEFINITION OF TERMS

Assumptions

1. The Trustees and Officials constitute a "small group" and as such are amenable to study and investigation by methods appropriate to small groups.
2. The percentage of comments made by the Trustees and Officials during discussion of each category of agenda items during the six-month period of this study will be representative of the percentage of comments made by the Trustees and Officials during discussion of each of the categories of agenda items throughout the term of the Board.
3. The valence of the comments made by the Trustees and Officials during discussion of each of the categories of agenda items during the six-month period of this study will be representative of the valence of the comments made by the Trustees and Officials during discussion of each of the categories of agenda items throughout the term of the Board.

4. Verbal interaction among Board members and Officials can be described quantitatively.
5. The presence of the writer in no way affected the number of comments made by any Trustee or Official at Board meetings.

Delimitations

1. The investigation of verbal interaction at meetings of the Edmonton Public School Board is delimited to the first six-month period in the two-year term of the Board which was elected in October of 1964.
2. The study is delimited to discussion among the seven Trustees, the Superintendent of Schools, the Deputy Superintendent of Schools, and the Secretary-Treasurer of the Board during discussion of agenda items which evoked discussion at non-committee public Board meetings.
3. The spoken comments of the Trustees and Officials were recorded only when the Board discussed agenda items classified as Staff Personnel, School Buildings and Property, Instructional Program, School Board Matters, and Raising the Spending Revenue. The spoken comments of the Trustees and Officials were also recorded when the Board heard and discussed delegation presentations.

4. No record was kept of the number and valence of the comments made by the Chairman when he recognized Trustees, Officers, and Officials who wished to address the Board.
5. No record was kept of the number of motions and amendments made by individual Trustees.

Limitations

1. The Board meetings attended were those non-committee meetings which were open to the public, and as a result, the verbal interaction of Trustees and Officials at committee meetings and meetings of sub-committees was not investigated.
2. The use of Bales' system of classifying verbal interaction is limited in its effectiveness since only one of Bales' classifications was used to describe each comment made by the Trustees and Officials, even if their comments qualified for more than one category.
3. The writer's opportunity to check the accuracy of his measuring instruments was limited inasmuch as a tape recorder did not record with clarity all the comments made by the Trustees and Officials. Minutes and agendas of Board meetings, were, however, available and served as a partial check on the writer's observations.

4. A weakness of this study is that only the spoken comments of the Trustees and Officials were examined and assigned valence categories. No attempt was made to measure or assess what A.W. Halpin calls ". . .muted language: the language of eyes and hands, of gesture, or time and status symbols, of unconscious slips which betray the very words we use."⁵

Definitions of Terms Used

Agenda items. For the purposes of this study, agenda items discussed by the Board are labelled as "Staff Personnel," "School Buildings and Property," "Instructional Program," "School Board Matters," and "Raising and Spending Revenue." The selection of these headings and the activities grouped under each are shown and discussed below.

Financial comments. Comments classified as Financial are those made by the Trustees and Officials which refer to the cost of programs, salaries, buildings and building sites, equipment and supplies.

Non-committee public meetings. Non-committee public meetings are those meetings which are open to the public,

⁵Andrew W. Halpin, "Muted Language," School Review, 68:85, 1960.

excluding meetings of the Conference Committee, the Education Committee, and committees which are designated by the Board as Special Committees.

Officers. Those personnel who are listed under the headings "Administrative Personnel" and "Officials" in Board minutes, excluding the Superintendent, the Deputy Superintendent, and the Secretary-Treasurer, are designated as Officers.

Officials. For purposes of this study, the Superintendent of Schools, the Secretary-Treasurer of the Board, and the Deputy Superintendent of Schools are designated as Officials.

Small group. A small group is defined as:

. . . any number of persons engaged in interaction with each other in a single face-to-face meeting or a series of such meetings, in which each member receives some impression or perception of each other member distinct enough so that he can, either at the time or in later questioning, give some reaction to each of the others as an individual person, even though it be only to recall that the other was present.⁶

Trustees. In this study, Trustees will be defined as the elected members of the Edmonton Public School Board who are responsible for the direction of the affairs of Edmonton School District No. 7 of the Province of Alberta within the

⁶Robert Freed Bales, Interaction Process Analysis (Cambridge, Mass.: Addison-Wesley Press, Inc., 1951), p. 33.

powers granted by the legislature of the Province of Alberta.

Valence. For purposes of this study, valence will be used to refer to the nature or tone of the comments made by the Trustees and Officials as categorized by R.F. Bales.⁷

Verbal Interaction. The spoken comments of the Trustees and the Officials as they address the Board as a whole, or when one Trustee or Official speaks directly to another Trustee, Official, Officer, or representative of a delegation, hence establishing a ". . .relationship between more or less independent entities in which reciprocal influences of one upon the other are possible"⁸ is defined as verbal interaction.

III. ORGANIZATION OF THE THESIS

The verbal behavior displayed by the Trustees and Officials during discussion of agenda items classified as Staff Personnel is discussed in Chapter III. Chapter IV is devoted to a description of verbal behavior during discussion of agenda items classified as School Buildings and Property. Chapters V and VI are devoted to descriptions of verbal

⁷ Bales' categories are listed on pages 24 and 25.

⁸ Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 223.

behavior during discussion of agenda items classified as Instructional Program and School Board Matters, and Raising and Spending Revenue. The verbal behavior that was evident when the Board heard delegation presentations is described in Chapter VII, and the writer's conclusions, evaluation of the procedures used, and suggestions for future investigation are presented in Chapter VIII.

CHAPTER II

THE EDMONTON PUBLIC SCHOOL BOARD AND THE PROCEDURES USED TO RECORD ITS VERBAL INTERACTION

This chapter includes a description of the composition of the Edmonton Public School Board, the procedures followed at Board meetings, and an outline of the experience and vocations of the Trustees and Officials. A description of the recording instruments that were developed for use at Board meetings, a discussion of the collection of data, and a discussion of the analysis of data are also included.

Literature pertaining to the study of verbal interaction in groups such as school boards which discuss many items of business is practically non-existent. The literature which appears to have some relevance to the study of verbal interaction in groups is examined in the section pertaining to the selection of valence categories used to describe the comments of Trustees and Officials at Board meetings.

I. THE COMPOSITION, PRACTICES, AND MEMBERSHIP OF THE BOARD

The composition of the Board and the procedures followed at Board meetings are briefly described in this section. An outline of the Trustees' Board experience and vocations, and

the duties and experience of the Officials is also included.

Composition of the Board

The Edmonton Public School Board is composed of seven elected trustees. The trustees elect their own chairman and deputy chairman as well as chairmen of two standing committees, the Conference Committee and the Education Committee. All trustees sit on these two committees. The Board also elects individual trustees to positions on various civic committees.

Conduct of Board Meetings

During the six month period covered by this study, all meetings were conducted in a similar manner. The Trustees worked from a prepared agenda. After the Chairman called the attention of the Trustees to the number and nature of an agenda item, the Superintendent explained the need for Board action and made the administration's recommendation. The Trustees proceeded to discuss the business before them, sometimes questioning the Officers and Officials who were present. When a delegation was heard, the Chairman invited the representative of the delegation to present the delegation's brief. Following presentation of the brief, the Trustees discussed the brief with the representative of the delegation. Discussion of each agenda item terminated with the moving of a motion by a Trustee and the subsequent vote.

The majority of the comments made by the Trustees and Officials were prefaced by "Mr. Chairman". However, occasionally a Trustee or Official addressed a comment directly to the Board as a whole or to a fellow Trustee or Official without officially addressing the Chair.

The Trustees and Officials

The seven Trustees whose verbal behavior is described in this investigation were all elected to a two year term of office on October 14, 1964. Only one of the Trustees, Mr. J.D. Bracco, a lawyer and former Edmonton public school teacher, had no previous experience as a trustee. The other six Trustees had served the Board for varying lengths of time.

Mr. R.V. Johnson has served as a Trustee continuously since October of 1957. A lawyer, Mr. Johnson was re-elected Chairman of the Conference Committee at the first meeting following the October 1964 election. Mr. Johnson was first elected as Chairman of the Conference Committee in October of 1962.

The only female member of the Board, Mrs. Edith Rogers, has served continuously since October of 1959. Mrs. Rogers is a housewife.

Trustee J.F. Falconer, a provincial government civil servant, served the Board for three years prior to his

re-election in October of 1964. Mr. Falconer was first elected to the Board in 1954. He served for one year. Trustee Falconer returned to the Board in October of 1962.

Dr. M.E. LaZerte was elected Chairman of the Board in October of 1962, the year he first sought election to the Board. He was re-elected Chairman after he was returned as a Trustee at the October 1964 election. Dr. LaZerte is the retired Dean of Education at the University of Alberta and the University of Manitoba.

Dr. W.E. Smith, Associate Professor of Genetics at the University of Alberta, was elected Deputy Chairman of the Board in October of 1964. Dr. Smith was first elected to the Board in October of 1960. He resigned in December of 1961 to accept an overseas appointment. Dr. Smith did not seek re-election to the Board until October of 1964.

Dr. E.W. Buxton was re-elected as Chairman of the Education Committee in October of 1964. Dr. Buxton, Professor of English Education at the University of Alberta, was first elected Chairman of the Education Committee following the October 1963 election when he first was elected as a Trustee.

The Superintendent of Schools, Dr. P.F. Bargaen, was appointed to his position on July 1, 1964. Dr. Bargaen was previously employed by the Board as Superintendent Designate.

The Deputy Superintendent of Schools, Mr. T.D. Baker, was appointed Deputy Superintendent in 1954. Mr. Baker is responsible for the direction of the Board's instructional program.

The Secretary-Treasurer, Mr. T.W. Meen, is responsible for the business affairs of the Board. Mr. Meen has served as Secretary-Treasurer since 1957.

II. THE DEVELOPMENT AND USE OF THE RECORDING INSTRUMENTS

In order to record the verbal interaction of the Trustees and Officials as Board meetings progressed, charts entitled, "Regular Agenda Items" and "Delegation Presentations" were designed. Each series of charts was designed to show the Trustee or Official who made comments, whether the comments were directed to the Board as a whole, other Trustees, to the Officials, Officers, or individuals appearing for delegations, and whether comments were of a Financial or Non-financial nature. In addition, each series of charts was designed to show the type of agenda item under discussion, and the valence of the comments made. A chart entitled, "Delegation Presentations" was used by the investigator to record verbal interaction each time the Board heard and discussed delegation presentations, and a chart entitled, "Regular Agenda Items" was used when the Board discussed business which did not involve

the presentation of briefs, by delegations. Charts entitled "Regular Agenda Items" and a chart entitled "Delegation Presentations" are reproduced in the appendix.

The selection of categories to classify agenda items and the selection of valence categories are discussed below.

The Classification of Agenda Items

No single classification of school board activities has been developed to describe the operations of school boards. Authors of studies which have attempted to show how school boards operate have divided the activities of boards into various categories, depending upon the purposes and intent of their studies. Keen, who analyzed decisions made by school boards, used six categories: Instructional Program, Student Personnel, Staff Personnel, Business Management and Accounting, School Buildings and Property, and Board of Education.⁹ Shock, in describing the decision-making processes of a single board of education, divided all agenda items into eight categories: Minutes, Finances, Personnel, Buildings and Property,

⁹ Edward William Keen, "Some Relationships in the Composition of School Board Decisions" (unpublished Doctoral thesis, The University of Illinois, Urbana, 1963), pp. 5-7.

Curriculum, Field Trips, Miscellaneous, and Add to Items.¹⁰

Hayes, who was concerned with how boards allocated their meeting time among agenda items, divided the time spent by Texas school boards into nine categories: Business Functions; determining Administrative Policies; Educational Program; Financing the Program; Petitions, Delegations, and Complaints; Public Relations; Selecting and Contracting with Personnel; School Building Problems; and Special School Services.¹¹

For the purposes of this thesis, five categories entitled, Staff Personnel, School Buildings and Property, Instructional Program, School Board Matters, and Raising and Spending Revenue were chosen to classify the agenda items discussed at Board meetings. These categories were selected after the writer examined the Board minutes for the 1963-64 school term and noted the nature of the business discussed. Figure 1 shows the nature of the business discussed during the 1963-64 school term under the categories chosen by the investigator after he examined the minutes. The numbers preceding the headings in Figure 1 were used to refer to these

¹⁰ Donald P. Shock, "Patterns in the Decision-Making Process of a School Board" (unpublished Doctoral thesis, Stanford University, Stanford, California: 1960), cited by Keen, op. cit., p. 16.

¹¹ Bascom Beaty Hayes, "How School Boards Function, Assume Responsibilities, and Effect Relationships," (unpublished Doctoral thesis, University of Texas, Austin, 1954), cited by Keen, op. cit., pp. 18-19.

headings and were used on the charts entitled, "Regular Agenda Items" and "Delegation Presentations." When the Board discussed business which was not listed under the five categories in Figure 1, the business was classified under the category in Figure 1 it most closely resembled.

A category entitled Finance was not used in the classification chosen for use with the charts as it was noted at the October 20, 1964 meeting of the Board that the Trustees and Officials often comments of a Financial nature when they discussed all classifications of agenda items. The inclusion in the charts of columns headed Finance and Non-finance enabled the investigator to classify comments as to whether or not discussion was on financial or non-financial aspects of the business before the Board.

The Selection of Valence Categories

The selection of a method to categorize comments made by the Trustees and Officials was made difficult inasmuch as library references do not refer to methods of categorizing verbal interaction in small groups that discuss many topics over a continuous period of time as do school boards. Categories and instruments for rating comments made in group

1. STAFF PERSONNEL (Professional and non-professional)
 - A. Appointments, resignations, retirements and deaths
 - B. Qualifications and salaries for positions
 - C. Granting of leaves of absence, sabbatical leaves, and the rescinding of leaves previously granted
 - D. Granting of permission to attend conferences, workshops, etc.
 - E. Provision of finances for leaves, workshops, etc.
 - F. Teacher competency
2. SCHOOL BUILDINGS AND PROPERTY
 - A. Acquisition of buildings and land and their sale
 - B. Financial arrangements pertaining to the building program
 - C. Provision of insurance
 - D. Consideration of tenders for construction and supplies
 - E. Establishment of school attendance areas
 - F. Progress reports on construction under way
 - G. Use of buildings and property during the day
 - H. Use of buildings and property after hours
 - I. Naming of schools
3. INSTRUCTIONAL PROGRAM
 - A. Purposes new schools are to serve
 - B. School starting and closing dates and vacations
 - C. School starting age
 - D. Awards nights
 - E. Granting of permission for the observance of special "weeks"
 - F. Provision of school exhibits
4. SCHOOL BOARD MATTERS
 - A. Establishing Board committees
 - B. Nomination of Trustees to civic committees
 - C. Sending Trustees and officials to workshops, conventions, etc.
 - D. Procedural rules for meetings
 - E. Size of the Board
 - F. Requests for Trustees to attend functions

FIGURE I

BUSINESS DISCUSSED DURING THE 1963-64 SCHOOL TERM AS
DETERMINED BY AN EXAMINATION OF EDMONTON
PUBLIC SCHOOL BOARD MINUTES

FIGURE 1 (Continued)

G. Payment of Trustees

H. Provision of finances for Trustees and Officials to attend workshops, conventions, etc.

5. RAISING AND SPENDING REVENUE

A. Consideration of the current budget

B. Provincial government finance plans and arrangements

C. Requests for money from educational institutions

discussions have been prepared, but they have usually been used to classify verbal behavior in counselor-counselee situations, pupil-teacher relations, or in instances where small groups have been presented with one problem and intensively observed by several observers using a variety of automatic recording devices.

Joel and Shapiro,¹² for instance, developed a series of symbols to describe the feelings growing out of interaction among members of psychotherapy groups and underlying the verbal content of the group. Margolin developed an interaction matrix for the ". . .therapeutic management and understanding of certain patients in group therapy,"¹³ which was designed to facilitate the examination of patient behavior and to assist in the understanding of the processes operating in group therapy settings. Watson and Porter,¹⁴ developed a

¹²Walter Joel and David Shapiro, "A Genotypical Approach to the Analysis of Personal Interaction," The Journal of Psychology, 27:9-17, 1949.

¹³Joseph B. Margolin, "The Use of an Interaction Matrix to Validate Patterns of Group Behavior," Human Relations, 4: 407:416, 1952.

¹⁴Jeanne Watson and Robert J. Porter, "An Analytic Unit for the Study of Interaction," Human Relations, 15:245-265, 1962.

system to study the interaction of people at play, and Anderson,¹⁵ developed a system to describe pupil-teacher and pupil-pupil relationships. In all instances, the categories and systems developed were designed for specific purposes. Steinzor makes this point when he says, "Existing categories seemed to be useful only in the context of the situation in which they were conceived."¹⁶ Similarly, Bales states that:

Studies involving various kinds of process analysis of social interaction in small groups have been made in the past, and some starting points therefore are available. The categories which have been used in these studies, however, are for the most part special sets developed for the purpose at hand. One of the difficulties of specialized lists, of course, is that they are often so tightly bound to their original research context that they can hardly be applied to other groups, or, if applied, fit very poorly.¹⁷

Steinzor developed categories of social behavior which classify comments according to the intent of the speaker with regard to self, the group, or the issue under discussion. Eighteen categories, each descriptive of a different intent on the part of the speaker were identified. Charts were to be filled in by reference to transcripts of recorded group

¹⁵ Harold H. Anderson, "Domination and Socially Integrative Behavior," Child Behavior and Development (New York: McGraw-Hill, 1943), cited by Bernard Steinzor, "The Development and Evaluation of a Measure of Social Interaction," Human Relations, 2:105, 1959.

¹⁶ Steinzor, op. cit., p. 106.

¹⁷ Bales, op. cit., pp. iii-iv.

sessions. Steinzor found that his system was only partly successful and, ". . .the attempt to train others to use the instrument was only partly successful."¹⁸

Using the term "Interaction Process Analysis" to designate the body of methods used in observing social interaction in small face-to-face groups, Bales determined, ". . .that an attempt should be made to develop a general-purpose, standard set of categories for observation and analysis. . . ."¹⁹

Bales' categories for recording verbal interaction are prepared, therefore, for groups

. . .such as those formed for group discussion and group therapy, for counseling, planning, training, programs, and experimental teaching procedures. Policy forming committees, boards and panels, diagnostic councils in clinical work, problem-solving groups in experimental social psychology, and sociology, teams and work groups, adolescent gangs, adult cliques, social and recreational clubs, and small associations of a great many kinds fall within the classification, as do groups of two such as interviewer and interviewee, therapist and patient, teacher and pupil, and professional specialist and client, to name only a few. Groups of these kinds, ranging in number of persons involved from two to something around twenty, then, may be classified as "small groups" on the basis of their amenability to study by a certain body of research procedures.²⁰

Borgatta has developed a more recent system of categorizing interaction which has as its objective "to provide for

¹⁸ Steinzor, op. cit., p. 120.

¹⁹ Bales, op. cit., p. 120.

²⁰ Ibid.

scoring of behavior in correspondence to factorial categories as derived from peer and self assessments."²¹ Bales' system was selected to determine the valence of the comments by the Trustees and Officials as Borgatta's system involves numerous sub-sections within his major categories which would be difficult to remember and use at Board meetings. Similarly, the eighteen intent categories developed by Steinzor would be difficult to use at Board meetings when combined with further classifications pertaining to whether comments were made with regard to self, the group, or the issue under discussion. Systems developed to describe play activities, pupil-to-pupil and pupil-to-teacher relationships, and understandings in psychotherapy sessions are not applicable to the Board situation as they were designed solely for use with the groups mentioned above.

Bales' categories are listed below. The numbers preceding the categories were used under the column labelled "Valence" with the charts entitled "Regular Agenda Items" and "Delegation Presentations."

1. Shows solidarity, raises other's status, gives help, reward;
2. Shows tension release, jokes, laughs, shows satisfaction;

²¹ Edgar Borgatta, "A New Systematic Interaction Observation System," The Journal of Psychological Studies, 14:24-44, 1963.

3. Agrees, shows passive acceptance, understands, concurs, complies;
4. Gives suggestion, direction, implying autonomy for other;
5. Gives opinion, evaluation, analysis, expresses feeling, wish;
6. Gives orientation, information, repetition, confirmation;
7. Asks for orientation, information, repeats, clarifies, confirms;
8. Asks for opinion, evaluation, analysis, expression of feeling;
9. Asks for suggestion, direction, possible ways of action;
10. Disagrees, shows passive rejection, formality, withhold help;
11. Shows tension, asks for help, withdraws out of field;
12. Shows antagonism, deflates other's status, defends or asserts self.

The Use of Valence Categories

One, and only one, valence category was used to describe each comment made by the Trustees and Officials when they discussed the various agenda items. The comments listed below are actual comments made by the Trustees and one of the Officials, the Superintendent. They were obtained verbatim from notes taken at Board meetings and from portions of the January 26, 1965 Board meeting which were tape-recorded by the investigator. The comments are used to illustrate the use of

Bales' valence categories. As the comments listed below were made at different Board meetings and during discussion on different agenda items, short explanatory notes precede each comment. No comments were made that were classified in valence category eleven. The investigator's notes and the tape-recording of the January 26, 1965 Board meeting do not reveal any comments that were classified in valence category twelve. Valence category twelve is designed to categorize comments of a belittling nature and depreciating, ridiculing and disparaging comments.

Valence category one. Trustee Bracco, during Board discussion pertaining to the cost of school buildings, said, "I sympathize with Trustee Johnson's concern here. I share that concern that the cost should not run away."

Valence category two. Responding to a comment made by a representative of the Edmonton Public School Caretakers' Association who made reference to a written report before the Trustees, Trustee Johnson said, "Mr. Chairman, this might be described as an example of creative writing."

Valence category three. Comments of agreement are usually brief in duration and take a form similar to the comment made by Trustee Smith, who, after listening to an explanation given by the Superintendent, said, "I'm convinced."

Valence category four. Instead of answering a question posed by a Trustee, the Superintendent directed the question to the Planning Officer by saying, "Mr. Ogden."

Valence category five. After a fellow Trustee had raised doubts about the legal status of the new Canadian flag in Alberta, Trustee Falconer said, "I'm certain the Province would make an adjustment to approve the flag for schools."

Valence category six. Replying to a question asked by a fellow Trustee to the Chairman, Trustee Johnson said, "The explanation was given at the last meeting for that one, Mr. Chairman, namely that the storm drains are raised and thereby spreading over the flat flooding effect. . . ." (Trustee Johnson was interrupted at this point.)

Valence category seven. Trustee Falconer in addressing the spokesman for a delegation requesting the implementation of a senior high school textbook rental plan, said, "Do you know the cost of elementary and junior high school books?"

Valence category eight followed by valence category seven. Trustee Rogers asked two questions. The Board Architect, Mr. Butchart, answered the first question and then Trustee Rogers made her second comment.

"I want to ask Mr. Butchart. Does he go along with putting

one-half inch insulation on heating pipes?"

"Well, why would they put in one-inch and then change it to one-half?"

Valence category nine. During Board discussion of the 1965 Capital Budget, Trustee Bracco voiced concern over the size of government grants. He said, "I'm wondering whether or not we shouldn't refer this particular problem to the Alberta School Trustees' Association. This is one suggestion. I'm wondering whether we shouldn't take a very close look at this."

Valence category ten. Replying to Trustee Rogers who stated that carpets in schools are difficult to keep clean, the Superintendent said, "No, no, no, no, a thousand times no."

III. THE COLLECTION AND ANALYSIS OF DATA

Collection of Data

The investigator attended a total of fourteen Board meetings that were open to the public. The investigator commenced using the charts entitled "Regular Agenda Items" and "Delegation Presentations" at the November 10, 1964 meeting as the previous meeting was used by the writer for purposes of observation and orientation and to practice using Bales' categories at an actual Board meeting. The writer's adviser,

W.D. Knill, attended the majority of Board meetings, participating as a co-observer. Commencing with the November 24, 1964 meeting, the writer took longhand notes of the comments made by the Trustees and Officials on alternate agenda items. The longhand notes were later analyzed and recorded in the charts. The charts were used to record directly comments when the remaining agenda items were discussed.

Analysis of Data

The data gathered at Board meetings were analyzed with a view to answering the questions posed as sub-problems of this study. The investigator determined the number of comments made by each Trustee and each of the Officials during the discussion of the five categories of Regular Agenda Items and the two categories of Delegation Presentations that were used to describe Board activities. The total number of comments made by the Trustees and Officials that were classified as Financial and Non-financial was also determined. Finally, the number of comments made by the Trustees and Officials that were classified in each of Bales' twelve categories of valence responses during discussion of all classifications of agenda items were determined. The data mentioned above were analyzed so as to facilitate a description of the verbal behavior of the Trustees and Officials during discussion of each

classification of agenda items.

The presentation of reasons accounting for the verbal behavior of the Trustees and Officers was not a primary purpose of this study. Furthermore, data collected at Board meetings were not sufficient to permit the investigator to account for the patterns of verbal behavior displayed by the Trustees and Officials.

CHAPTER III

VERBAL INTERACTION DURING DISCUSSION OF AGENDA ITEMS

CLASSIFIED AS STAFF PERSONNEL

The verbal interaction exhibited by the Trustees and Officials during discussion of agenda items classified as Staff Personnel is discussed in this chapter. Data pertaining to the total number of comments made, the number of comments classified as Financial and Non-financial, and the number of comments classified in the valence categories are presented.

I. COMMENTS MADE BY TRUSTEES AND OFFICIALS

The Trustees and Officials made a total of 132 comments during discussion of seventeen agenda items that were classified as Staff Personnel. The total number of comments made by each individual and the percentage of comments that were directed by each individual to Trustees, Officials, Officers, and the Board as a whole are shown in Table I. All three Officials and all but one of the Trustees directed the majority of their comments to the Board as a whole. Two individuals, Trustee Falconer and the Deputy Superintendent, directed all of their comments to the Board as a whole while Trustee LaZerte directed only 27.3 per cent of the comments

TABLE I

NUMBER AND PERCENTAGE OF COMMENTS MADE DURING DISCUSSION
OF SEVENTEEN AGENDA ITEMS CLASSIFIED AS STAFF PERSONNEL

Originators	Percentage of Comments Directed to:				Total	
	Trustees	Officials	Officers	Board	Per Cent	No.
Fal.	--	--	--	100	100.0%	7
Bux.	--	--	14.3	85.7	100	7
Br.	--	25	--	75	100	8
John.	2.7	5.4	10.8	81.1	100	37
Sm.	--	--	17.7	82.3	100	17
Rog.	11.1	--	--	89.9	100	9
LaZ	18.1	--	54.6	27.3	100	11
Super.	5.3	5.3	5.3	84.1	100	19
Sec.-T.	38.5	--	--	61.5	100	13
D. Super.	--	--	--	100	100	4

to the Board. The majority of his comments were directed to Officers. The only other individuals who directed comments to Officers are the Superintendent and Trustees Buxton, Johnson, and Smith. The Superintendent, Trustee Bracco, and Trustee Johnson are the only individuals who addressed comments to Officials, the Superintendent and the Secretary-Treasurer. Trustees Johnson, Rogers and LaZerte are the only individuals who addressed Trustees.

Not all the Trustees and Officials had comments directed toward them. Figure 2 shows that Trustees Buxton and Smith were isolated from the interchange of comments between the Trustees and Officials while Trustees Johnson, Rogers, and LaZerte among the Trustees and the Secretary-Treasurer and the Superintendent among the Officials dominated conversation between the Trustees and Officials. The Deputy Superintendent, who is primarily concerned with the instructional program, did not have any comments directed toward him. Trustees Johnson and Rogers each had two comments directed toward them by the Secretary-Treasurer. Trustees Johnson had two comments directed toward him by Trustee LaZerte and one comment directed toward him by the Superintendent. The Secretary-Treasurer's comments were sought most often by the Trustees and Trustee Johnson was the focal point for the majority of the Officials' comments.

Figure 2 shows that in several instances a Trustee or Official did not receive a reply to the comment which was directed toward another individual. Trustee Rogers, for instance, did not receive a reply from Trustee Falconer to the comment she directed toward him. Occurrences such as the one mentioned above do not necessarily mean that the comments were ignored. The investigator observed that in several instances a Trustee or Official replied to the Board as a whole when a comment was

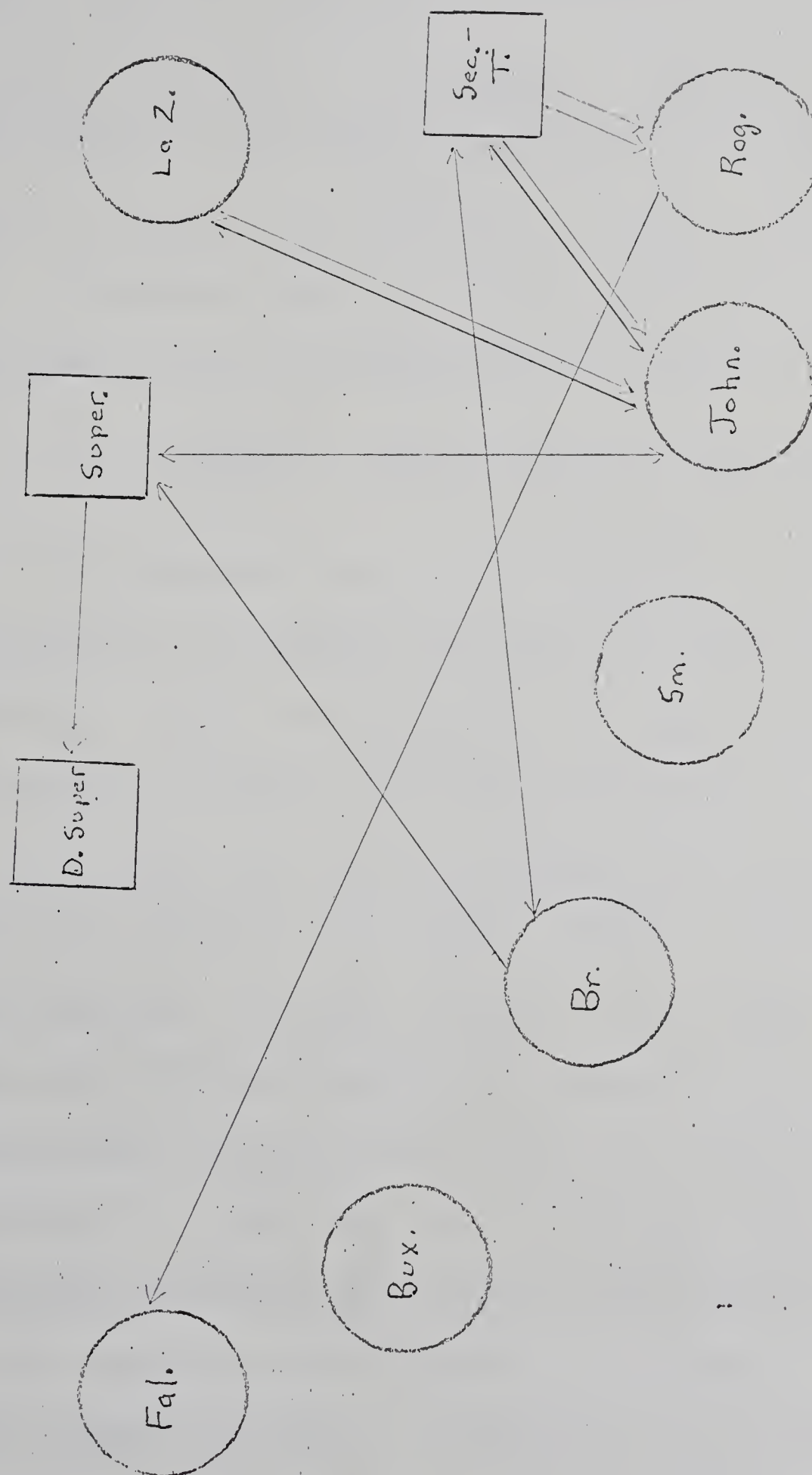


FIGURE 2

EXCHANGE OF COMMENTS BETWEEN TRUSTEES AND OFFICIALS DURING DISCUSSION
OF STAFF PERSONNEL

directed toward him or her. An Official responded to a comment directed by a Trustee to another Trustee in other instances, and, in still other instances, an Official asked an Officer to respond to the comment. Occasionally, a Trustee other than the one addressed replied to the comment. An example of this latter instance is reported in above (supra. p. 27). Occurrences such as the one mentioned above arose during discussion of all classifications of agenda items.

II. FINANCIAL AND NON-FINANCIAL COMMENTS

All comments made by the Trustees and Officials were classified as to whether they were of a financial or a non-financial nature. The number and percentage of comments classified as Financial and Non-financial are shown in Table II which shows that, with one exception, the Trustees were not primarily concerned with making comments of a financial nature. Four Trustees: Falconer, Buxton, Bracco, and LaZerte, did not make any comments classified as Financial while Trustees Johnson and Smith each had less than 17 per cent of their comments classified as such. The only Trustee who had more comments classified as Financial than Non-financial is Trustee Rogers; Trustee Rogers had five comments classified as Financial and four comments classified as Non-financial, indicating, perhaps, a greater concern for the cost of salaries than was shown by

TABLE II
FINANCIAL AND NON-FINANCIAL COMMENTS MADE DURING
DISCUSSION OF STAFF PERSONNEL

Origina- tors	Financial	Per Cent	Non- Financial	Per Cent	Total	Per Cent
Fal.	0	0.0	7	100.0	7	100.0%
Bux.	0	0.0	7	100.0	7	100.0
Br.	0	0.0	8	100.0	8	100.0
John.	6	16.2	31	83.8	37	100.0
Sm.	2	11.8	15	88.2	17	100.0
Rog.	5	55.6	4	44.4	9	100.0
LaZ.	0	0.0	11	100.0	11	100.0
Super.	1	5.3	18	94.7	19	100.0
Sec.-T.	6	46.2	7	53.8	13	100.0
D. Super.	0	0.0	4	100.0	4	100.0

her Trustee colleagues.

All three Officials had over 50 per cent of their comments classified as Non-financial. The Deputy Superintendent had all of his comments classified as Financial while the Superintendent and the Secretary-Treasurer had 94.7 per cent and 53.8 per cent of their comments classified as Non-financial respectively.

The cost of salaries to be paid to new staff appointees was rarely mentioned at Board meetings since the salary

schedules in effect at the time of the study had been previously approved. The Trustees were, then, not primarily concerned with the financial aspects of business classified as Staff Personnel.

III. VALENCE OF COMMENTS

All comments made by the Trustees and Officials were assigned to valence categories. Table III shows the number and percentage of comments classified in valence categories one to eight inclusive, the categories pertaining to showing solidarity, showing tension release, agreeing, giving suggestions, giving opinion, giving orientation and information, asking for orientation and information, and asking for opinion.

An examination of Table III indicates that during discussion of Staff Personnel, the Trustees and Officials concentrated upon the giving of opinion, the giving of orientation and information, and asking for orientation and information (valence categories five, six, and seven). When the verbal behavior of the individual Trustees and Officials is considered, it appears that with the exception of Trustee Falconer, all Trustees were primarily interested in seeking orientation and information as the majority of their comments were classified in valence category seven (asking for orientation and information). Trustee Johnson asked the greatest

TABLE III

VALENCE OF COMMENTS MADE DURING DISCUSSION OF STAFF PERSONNEL

Valence Category	Fal.	Bux.	Br.	John.	Sm.	Rog.	LaZ.	Super.	Sec.T.	D. Super.
1										
No.	--	--	--	--	--	--	--	1	--	--
Per Cent	--	--	--	--	--	--	--	5.3	--	--
2										
No.	1	--	--	2	1	--	--	--	--	--
Per Cent	14.3	--	--	5.4	5.9	--	--	--	--	--
3										
No.	1	1	--	1	--	--	--	--	--	--
Per Cent	14.3	14.3	--	2.7	--	--	--	--	--	--
4										
No.	--	1	--	1	--	--	1	1	--	--
Per Cent	--	14.3	--	2.7	--	--	9.0	5.3	--	--
5										
No.	4	1	--	10	1	2	3	--	--	--
Per Cent	57.1	14.3	--	27.0	5.9	22.2	27.3	--	--	--
6										
No.	--	--	2	9	2	2	3	14	12	4
Per Cent	--	--	25.0	24.3	11.8	22.2	27.3	73.6	92.3	100.0
7										
No.	1	4	6	12	11	5	4	3	1	--
Per Cent	14.3	57.1	75.0	32.5	64.6	55.6	36.4	15.8	7.7	--
8										
No.	--	--	--	2	2	--	--	--	--	--
Per Cent	--	--	--	5.4	11.8	--	--	--	--	--
Total										
No.	7	7	8	37	17	9	11	19	13	4
Per Cent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

^aThe valence categories are listed on pages 24 and 25.

number of questions (twelve) while Trustee Bracco had the greatest percentage (75 per cent) of comments classified as asking for orientation and information.

The emphasis upon questioning noted above is at least in part a function of the business labelled Staff Personnel. The Trustees are presented with lists of names of individuals whose appointments, resignations or applications for leaves have been approved by the administrative staff. The Trustees are asked to approve these administrative recommendations. The policies under which individuals are hired, resign, or are granted leaves have been previously approved. The Trustees are not, then, involved in formulating policy but are instead primarily involved in approving administrative decisions based upon existing policy. The Trustees tend to ask questions pertaining to the availability of teachers, their qualifications or lack thereof, and the reasons and need for specific appointments.

The investigator observed that in several instances Trustees questioned Mr. M.J.V. Downey, the Director of Personnel, regarding the qualifications of staff appointees. Partial, although not conclusive support for this observation is evident when the data in Table I, page 32 and Table III is considered. Table I, page 32, shows that Trustees Buxton, Johnson, Smith, and LaZerte all directed comments to Officers

while Table III shows that the same four Trustees emphasized the asking of questions.

Although six of the seven Trustees assumed the primary roles of questioners, most of the Trustees made comments that were classified as giving opinion (valence category five). Indeed, one Trustee, Trustee Falconer had the greatest percentage of his comments (57.1 per cent) classified as giving opinion. Table III shows that Trustee Johnson stated his opinion more often than did any other Trustee (ten times) and that Trustee Bracco is the only Trustee who did not make any comments that were classified as giving opinion.

When the number and percentage of comments classified in valence category six (gives orientation and information) is examined, it is seen that Trustee Johnson also leads his fellow Trustees in the total number of comments classified in valence category six. Trustee Falconer and Trustee Buxton did not make any comments that were classified in valence category six.

Further examination of the data suggests that a distinction can be made between the verbal interaction of the Trustees who made the greatest number of comments, Trustees LaZerte, Rogers, Smith, and Johnson, and the verbal interaction of the remaining three Trustees: Bracco, Buxton and Falconer. Trustees LaZerte, Rogers, Smith, and Johnson all had no more than one comment difference in the number of comments made

that were classified as giving opinion, and giving orientation and information (valence categories five and six). The remaining three Trustees either gave opinions or gave information and orientation, but not both.

Trustees Buxton and Johnson are the only two Trustees who made comments in each of valence categories three (agrees) and four (gives suggestions). Trustee Johnson is also the only Trustee whose comments covered the entire range of valence categories into which Trustees' comments were classified. Trustee Johnson's comments ranged from 2.7 per cent classified as agreeing and giving suggestions (valence categories three and four) to 32.5 per cent classified as asking for orientation and information (valence category seven).

The three Officials all functioned primarily as explainers. Each of the Officials emphasized the giving of orientation and information as over 73 per cent of their comments were classified in valence category six; the Deputy Superintendent had all of his four comments so classified. The Superintendent and the Secretary-Treasurer performed secondary roles as questioners.

The Officials contributed to Board discussion not only when comments were directed toward them but also when they added their own comments to discussions among the Trustees. Reference to Figure 2, page 34, shows that the Trustees

directed four comments to the Officials who in turn directed six comments to the Trustees. The Officials functioned primarily as explainers when comments were directed toward them and when they added their comments to the discussion among the Trustees during all classifications of agenda items.

IV. SUMMARY

During Board discussion of agenda items classified as Staff Personnel, the emphasis was on questioning by the majority of the Trustees and explaining by all three Officials. The majority of comments made were of a non-financial nature and were directed to the Board as a whole. The verbal behavior of the Trustees and Officials is summarized below.

Trustee Johnson. Trustee Johnson is probably the most dominant individual. He made more comments than did any other Trustee or Official. Trustee Johnson is the Trustee who had the greatest number of comments directed to him by his fellow Trustees and by the Officials. His comments covered the entire range of valence categories into which Trustees' comments were classified.

Trustee Falconer. Trustee Falconer's verbal behavior differed from that of his fellow Trustees in two ways. He is the only Trustee who directed all of his comments to the Board

as a whole and he is the only Trustee who functioned primarily as an opinion-giver.

Trustee Buxton. Trustee Buxton appeared to function primarily as a questioner who directed the majority of his comments to the Board as a whole. He did not direct any comments to his fellow Trustees or to the Officials.

Trustee Bracco. Trustee Bracco also appeared to function primarily as a questioner. No other Trustee directed a greater percentage of comments to the Officials. Trustee Bracco directed the majority of his comments to the Board as a whole.

Trustee Smith. Trustee Smith joins Trustee Buxton as the only Trustee who did not direct any comments to their fellow Trustees or to the Officials. Trustee Smith directed the majority of his comments to the Board as a whole. He functioned primarily as a questioner.

Trustee Rogers. Trustee Rogers is the only Trustee who had more comments classified as Financial than Non-financial. She functioned primarily as a questioner who directed the majority of her comments to the Board as a whole.

Trustee LaZerte. Trustee LaZerte functioned primarily

as a questioner who directed the majority of his comments to the Board as a whole. Trustee LaZerte is second only to Trustee Johnson in the number of comments directed to Trustees.

The Superintendent. The Superintendent functioned primarily as an explainer who directed the majority of his comments to the Board as a whole. He is the only Official who had comments classified as showing solidarity and giving suggestions.

The Secretary-Treasurer. The Secretary-Treasurer also functioned primarily as an explainer. No other Trustee or Official directed a greater percentage of comments to the Trustees than did the Secretary-Treasurer.

The Deputy-Superintendent. The Deputy Superintendent made the smallest number of comments. He is the only Official who directed all his comments to the Board as a whole and he is the only Official who did not have more than one comment directed toward him.

CHAPTER IV

VERBAL INTERACTION DURING DISCUSSION OF AGENDA ITEMS

CLASSIFIED AS SCHOOL BUILDINGS AND PROPERTY

This chapter discusses the verbal interaction of the Trustees and Officials when they discussed the forty-seven agenda items classified as School Buildings and Property. The total number of comments made, the number of comments classified as Financial and Non-financial, and the number of comments classified in the valence categories are described.

I. COMMENTS MADE BY THE TRUSTEES AND OFFICIALS

When they discussed agenda items classified as School Buildings and Property, the Trustees and Officials made more comments than when they discussed agenda items classified as Staff Personnel, 840 as opposed to 132. A greater interchange of comments among the Trustees, the Officials, and Officers was also evident. The extent of this increase in the interchange of comments during discussion of School Buildings and Property can be shown by a comparison of the data presented in Table I, page 32, and Table IV. Table IV shows that all seven Trustees directed comments to Officers and that only one Trustee, Trustee Smith, did not direct any comments to his fellow Trustees or to the Officials. Table I, on the other

TABLE IV

NUMBER AND PERCENTAGE OF COMMENTS MADE DURING DISCUSSION
OF FORTY-SEVEN AGENDA ITEMS CLASSIFIED AS
SCHOOL BUILDINGS AND PROPERTY

Origina- tors	Percentage of Comments Directed to:				Total	
	Trustees	Officials	Officers	Board	Per Cent	Number
Fal.	1.9	7.4	11.2	79.5	100.0%	54
Bux.	1.2	4.8	24.7	69.3	100	85
Br.	2.2	6.5	17.4	73.9	100	46
John.	3.5	2.4	8.1	86.0	100	171
Sm.	--	--	4.3	95.7	100	47
Rog.	3.1	6.8	6.2	83.9	100	162
LaZ.	22.5	7.5	12.5	57.5	100	40
Super.	14.2	--	6.5	79.3	100	140
Sec.-T.	25.3	1.7	--	73.0	100	59
D. Super.	19.5	--	2.8	77.7	100	36

hand, shows that three Trustees did not direct any comments to Officers, four Trustees did not direct any comments to their fellow Trustees, and five Trustees did not direct any comments to the Officials during discussion of Staff Personnel.

Two of the Officials also contributed to the increase in the interchange of comments. Table IV shows that the

Secretary-Treasurer directed a comment to another Official during discussion of School Buildings and Property. The data presented in Table I, page 32, indicate that no comments were directed by the Secretary-Treasurer to the Officials during discussion of Staff Personnel. The Deputy Superintendent directed comments to the Trustees and Officers during discussion of School Buildings and Property but not during discussion of Staff Personnel. The Superintendent, however, did not direct any comments to the Officials during discussion of School Buildings and Property whereas he did direct comments to the Officials during discussion of agenda items classified as Staff Personnel.

Table IV shows that all seven Trustees directed the majority of their comments to the Board as a whole. Trustee LaZerte differed from his fellow Trustees inasmuch as only 57.5 per cent of his comments were directed to the Board while the remaining six Trustees all directed over 69 per cent of their comments to the Board as a whole. Trustee LaZerte, however, led his fellow Trustees in the percentage of comments directed to individual Trustees. Trustee LaZerte directed 22.5 per cent of his comments to his fellow Trustees whereas the remaining six Trustees all directed less than 3.6 per cent of their comments to their Trustee colleagues.

Another significant feature of the verbal interaction

of the Trustees during discussion of School Buildings and Property has to do with the percentage of comments directed to Officers. Table IV shows that Trustee Buxton directed the greatest percentage of comments to Officers (24.7 per cent). The remaining six Trustees all directed less than 18 per cent of their comments to Officers.

The two Trustees who made the greatest number of comments, Trustees Johnson and Rogers, are the Trustees to whom the greatest number of comments were directed by their fellow Trustees and the Officials. Figure 3 shows that Trustee Johnson had a total of fifteen comments directed toward him and Trustee Rogers had a total of twenty-five comments directed toward her. No comments were directed to either Trustee Johnson or Trustee Rogers by the Deputy Superintendent while the Superintendent directed five comments to Trustee Johnson and nine comments to Trustee Rogers and the Secretary-Treasurer directed five comments to Trustee Johnson and six comments to Trustee Rogers. The Deputy Superintendent directed comments to Trustee Falconer, Buxton, Bracco, and Smith. Trustees Smith and Bracco are the only Trustees who did not have at least one comment directed them by a fellow Trustee. The Deputy Superintendent and the Secretary-Treasurer each directed a comment to Trustee Smith who, as was mentioned above, did not direct any comments to his fellow Trustees or the

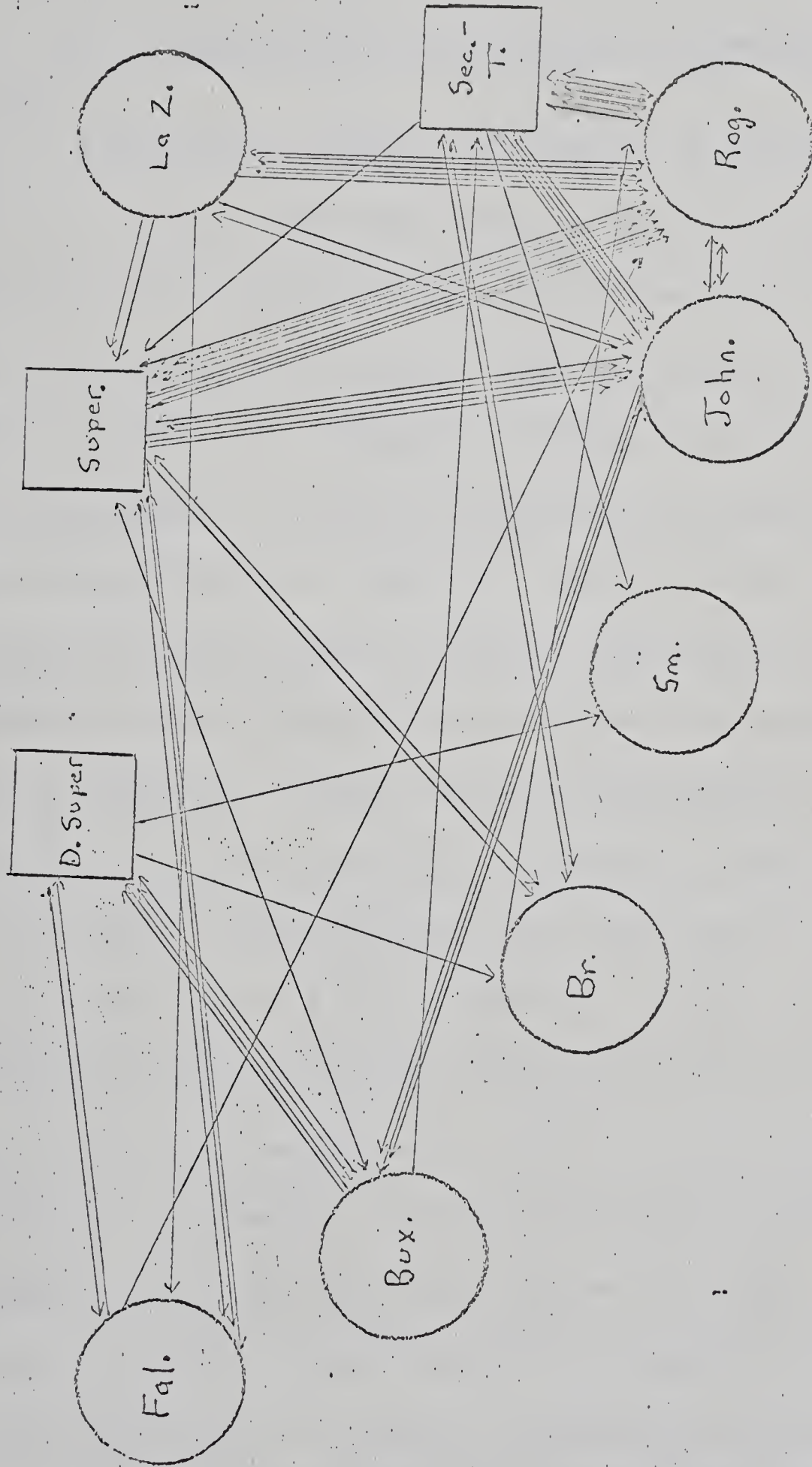


FIGURE 3

EXCHANGE OF COMMENTS BETWEEN TRUSTEES AND OFFICIALS DURING DISCUSSION
OF SCHOOL BUILDINGS AND PROPERTY

Officials. Each of the Officials directed at least one comment to Trustee Bracco.

II. FINANCIAL AND NON-FINANCIAL COMMENTS

The spoken comments of five of the seven Trustees and two of the three Officials indicate that more emphasis was placed upon the financial aspects of business classified as School Buildings and Property than was placed on the financial aspects of business classified as Staff Personnel. The number and percentage of comments classified as Financial and Non-financial are shown in Table V. Table V shows that Trustees Falconer, Buxton, Bracco, Johnson, and LaZerte and the Superintendent and the Deputy Superintendent all had comments classified as Financial. When the data presented in Table V is compared with the data presented in Table II, page 36, it is seen that the Deputy Superintendent and Trustees Falconer, Buxton, Bracco, and LaZerte all had comments classified as Financial during discussion of agenda items classified as School Buildings and Property whereas they did not have any comments classified as Financial during discussion of Staff Personnel. Trustee Johnson, who had 16.2 per cent of his comments classified as Financial during discussing of Staff Personnel, had 20.5 per cent of his comments classified as Financial during discussion of School Buildings and Property. No other Trustee

TABLE V

FINANCIAL AND NON-FINANCIAL COMMENTS MADE DURING
DISCUSSION OF SCHOOL BUILDINGS AND PROPERTY

Origina- tors	Financial	Per Cent	Non- Financial	Per Cent	Total	Per Cent
Fal.	3	5.6	51	94.4	54	100.0%
Bux.	3	3.5	82	96.5	85	100.0
Br.	6	13.0	40	87.0	46	100.0
John.	35	20.5	136	79.5	171	100.0
Sm.	4	8.5	43	91.5	47	100.0
Rog.	24	14.8	138	85.2	162	100.0
LaZ.	3	7.5	37	92.5	40	100.0
Super.	11	7.9	129	92.1	140	100.0
Sec.-T.	10	17.0	49	83.0	59	100.0
D. Super.	1	2.8	35	97.2	36	100.0

or Official had a greater percentage of his or her comments classified as Financial during discussion of School Buildings and Property than did Trustee Johnson. The Superintendent had 5.3 per cent of his comments classified as Financial during discussion of Staff Personnel and 7.9 per cent of his comments classified as Financial during discussion of School Buildings and Property.

The Secretary-Treasurer and Trustees Smith and Rogers

displayed different patterns of verbal behavior inasmuch as a smaller percentage of their comments were classified as Financial during discussion of School Buildings and Property than were classified as Financial during discussion of Staff Personnel.

III. VALENCE OF COMMENTS

The comments of the Trustees and Officials were classified in eleven of the twelve valence categories. The only category into which no comments were classified is valence category eleven (shows tension). The number and percentage of comments classified in the remaining eleven valence categories are shown in Table VI.

The data presented in Table VI suggest that both the asking of questions and the stating of opinions dominated the verbal activity of the Trustees. The two Trustees who made the greatest number of comments, Trustees Johnson and Rogers, each had the majority of their comments classified as giving opinion (valence category five) while the second greatest percentage of their comments were classified as asking for orientation and information (valence category seven). Although Trustees Falconer, and Smith had the greatest percentage of their comments classified as asking for orientation and information, nearly as great a percentage of their comments were

TABLE VI

VALENCE OF COMMENTS MADE DURING DISCUSSION OF SCHOOL
BUILDINGS AND PROPERTY

Valence Category	Fal.	Bux.	Br.	John.	Sm.	Rog.	LaZ.	Super.	Sec-T.	D. Super
1										
No.	1	1	2	2	2	-	-	1	-	-
Per Cent	1.9	1.2	4.3	1.2	4.3	-	-	0.7	-	-
2										
No.	5	5	1	9	7	1	-	2	-	-
Per Cent	9.3	5.8	2.2	5.3	14.9	0.6	-	1.4	-	-
3										
No.	5	8	3	5	3	7	2	14	2	-
Per Cent	9.3	9.4	6.5	2.9	6.4	4.4	5.0	10.0	3.4	-
4										
No.	-	4	-	1	1	-	3	6	1	-
Per Cent	-	4.7	-	0.6	2.1	-	7.5	4.3	1.7	-
5										
No.	17	19	11	53	11	57	9	18	4	7
Per Cent	31.4	22.4	23.9	31.0	23.4	35.2	22.5	12.9	6.8	19.4
6										
No.	4	6	8	38	5	37	8	89	42	29
Per Cent	7.4	7.1	17.4	22.1	10.6	22.9	20.0	63.6	71.2	80.6
7										
No.	18	20	13	44	12	46	13	8	8	-
Per Cent	33.3	23.5	28.3	25.7	25.5	28.3	32.5	5.7	13.5	-
8										
No.	3	20	7	14	6	9	5	1	2	-
Per Cent	5.5	23.5	15.2	8.2	12.8	5.5	12.5	0.7	3.4	-
9										
No.	1	2	1	2	-	1	-	1	-	-
Per Cent	1.9	2.4	2.2	1.2	-	0.6	-	0.7	-	-

(Continued)

TABLE VI - Continued

Valence Category	Fal.	Bux.	Br.	John.	Sm.	Rog.	LaZ.	Super.	Sec-T	D Super.
10										
No.	-	-	-	1	-	4	-	-	-	-
Per Cent	-	-	-	0.6	-	2.5	-	-	-	-
11										
No.	-	-	-	-	-	-	-	-	-	-
Per Cent	-	-	-	-	-	-	-	-	-	-
12										
No.	-	-	-	2	-	-	-	-	-	-
Per Cent	-	-	-	1.2	-	-	-	-	-	-
Total No.	54	85	46	171	47	162	40	140	59	36

classified as giving opinion. Trustee Buxton, who had 23.5 per cent of his comments classified as asking for orientation and information and asking for opinion, also had nearly as great a percentage of his comments classified as giving opinions. The Board Chairman, Trustee LaZerte, functioned primarily as a questioner as the majority of his comments were classified as asking for orientation and information. Trustee Bracco also functioned primarily as a questioner.

An interesting comparison of the verbal behavior of Trustees Johnson and Rogers may be made of the data presented in Table VI. Trustees Johnson and Rogers both had the majority of the comments classified as giving opinion (valence

category five). Trustees Johnson and Rogers are also the Trustees who had the greatest percentage of comments classified as giving orientation and information (valence category six) and are the only Trustees who had comments classified as disagreeing. Trustee Johnson had 22.1 per cent of his comments labelled as giving orientation and information (valence category six) and 0.6 per cent of his comments labelled as disagreeing (valence category ten). Trustee Rogers had 22.9 per cent of her comments classified as giving orientation and information and 2.5 per cent of her comments classified as disagreeing. Trustee Johnson is also the only Trustee who had comments classified as showing antagonism (valence category twelve). Also of interest is the fact that Trustee Johnson and Trustee Rogers along with Trustee Falconer had the smallest percentage of comments classified as asking for opinion (valence category eight), and, along with Trustee Bracco, Trustees Johnson and Rogers had the smallest percentage of comments classified as showing tension release (valence category two). The same two Trustees, Johnson and Rogers, also had the smallest percentage of comments classified as agreeing (valence category three). When the data presented in Table IV, page 46, is examined it is also observed that, next to Trustee Smith, Trustees Johnson and Rogers are the Trustees who directed the greatest percentage of their comments to the

Board as a whole and are the Trustees who directed the smallest percentage of comments to Officers.

Thus, compared with their fellow Trustees, Trustees Johnson and Rogers had a greater percentage of their comments classified as giving opinion and giving orientation and information, and with the exceptions noted above, they had a smaller percentage of their comments classified as asking for opinion, showing tension release, and agreeing. Trustees Johnson and Rogers are the only Trustees who made comments classified as disagreeing and, with the exception of Trustee Smith, directed the smallest percentage of comments to Officers and the greatest percentage of comments to the Board as a whole.

A further interesting comparison of verbal behavior appears when the data presented in Table IV, page 53, and Table VI are considered. The Trustees who directed the greatest percentage of comments to Officers, Trustees Buxton and Bracco, are the Trustees who had the greatest percentage of comments classified as asking for opinion (valence category eight), while Trustees LaZerte and Falconer, who directed the greatest percentage of comments to the Officials, are the Trustees who had the greatest percentage of comments classified as asking for orientation and information (valence category seven). Trustees Falconer, Buxton, Bracco, and LaZerte

are also the Trustees who directed the smallest percentage of their comments to the Board as a whole. Thus it would appear that the greater the percentage of comments directed to the Officials and Officers, the greater the percentage of comments classified as asking for orientation and information and asking for opinion.

The data presented in Table VI, page 53, indicate that all three Officials functioned primarily as explainer as the majority of their comments were classified as giving orientation and information (valence category six). The Superintendent and the Deputy Superintendent displayed similar patterns of verbal behavior inasmuch as the second greatest percentage of their comments were classified as giving opinion (valence category five). The Superintendent, however, made nearly four times as many comments than did the Deputy Superintendent. The Superintendent also had comments classified in nine of the twelve valence categories whereas the Deputy Superintendent and the Secretary-Treasurer had comments classified in six and two valence categories respectively. The Secretary-Treasurer's verbal behavior differed from that of the other two Officials inasmuch as the second greatest percentage of his comments were classified as asking for orientation and information (valence category seven).

IV. SUMMARY

The verbal interaction of the Trustees and Officials during discussion of School Buildings and Property was characterized by an active interchange of comments among the Trustees, Officials, and Officers. Each of the Trustees and Officials made comments classified as Financial. With the exception of Trustee LaZerte who functioned primarily as a questioner, all the Trustees assumed the dual roles of questioners and explainers. The three Officials functioned as resource personnel. Their primary function was to explain. The verbal behavior of each Trustee and Official is summarized below.

Trustee Falconer. Trustee Falconer appeared to function as both an opinion giver and as a questioner. He participated in the interchange of comments between the Trustees and the Officials. Trustee Falconer directed comments to Officers and the Board as a whole and had the majority of his comments classified as Non-financial.

Trustee Buxton. Trustee Buxton also served as both an opinion giver and as a questioner who directed the majority of his comments to the Board as a whole. A participant in the interchange of comments between the Trustees and Officials, Trustee Buxton directed the greatest percentage of comments

to Officers. Trustee Buxton had the majority of his comments classified as Non-financial.

Trustee Bracco. Trustee Bracco functioned both as an opinion giver and as a questioner who directed the majority of his comments to the Board as a whole. Trustee Bracco participated in the exchange of comments between the Trustees and Officials. He directed comments to Officers and had the majority of his comments classified as Non-financial.

Trustee Johnson. Trustee Johnson was the most vocal of the Trustees.^a He functioned both as an opinion giver and as a questioner. Along with Trustee Rogers, Trustee Johnson was the most active participant in the exchange of comments between the Trustees and Officials. He is also the Trustee who had the greatest percentage of comments classified as Financial.

Trustee Smith. Trustee Smith is the only Trustee or Official who did not direct comments to his fellow Trustees or to the Officials. He directed the greatest percentage of comments to the Board as a whole and had the majority of his comments classified as Non-financial. Trustee Smith functioned

^aThe term "most vocal" is used to describe the Trustee or Official who made the greatest number of comments during discussions of an agenda item. It is assumed that the most vocal Trustee or Official is also the individual who spoke for the longest period of time.

both as a questioner and as an opinion giver.

Trustee Rogers. Trustee Rogers, along with Trustee Johnson, was the most active participant in the exchange of comments between the Trustees and Officials. Trustee Rogers functioned both as an explainer and as a questioner. She directed comments to Officers and to the Board as a whole and had the majority of her comments classified as Non-financial.

Trustee LaZerte. Trustee LaZerte is the only Trustee who functioned primarily as a questioner. He directed comments to his fellow Trustees, the Officials, Officers, and the Board as a whole and had the majority of his comments classified as Non-financial.

The Superintendent. The Superintendent functioned primarily as an explainer. He was the most vocal of the Officials and had the majority of his comments classified as Non-financial. The Superintendent addressed the Board as a whole, the Trustees and Officers, but not his fellow Officials.

The Secretary-Treasurer. The Secretary-Treasurer also functioned primarily as an explainer. He addressed the Trustees, the Deputy Superintendent and the Board as a whole. However, he did not direct any comments to Officers. The majority of the Secretary-Treasurer's comments were classified as Non-financial.

The Deputy Superintendent. The Deputy Superintendent functioned primarily as an explainer who directed the majority of his comments to the Board as a whole. He directed comments to the Trustees and Officers, but not to any of his fellow Officials. The majority of the Deputy Superintendent's comments were classified as Non-financial.

CHAPTER V

VERBAL INTERACTION DURING DISCUSSION OF AGENDA ITEMS

CLASSIFIED AS INSTRUCTIONAL PROGRAM AND

SCHOOL BOARD MATTERS

The verbal interaction displayed by the Trustees and Officials during discussion of agenda items classified as Instructional program and School Board Matters is discussed in Chapter V. Data pertaining to the total number of comments made, the number of comments classified as Financial and Non-financial, and the number of comments classified in the valence categories are considered.

I. VERBAL INTERACTION DURING DISCUSSION OF THE

INSTRUCTIONAL PROGRAM

The Trustees and Officials made a total of 423 comments during discussion of the twenty-eight agenda items that were classified as Instructional Program. The data presented in Table VII show the total number of comments made by each Trustee and Official as well as the percentage of comments that were directed to Trustees, Officials, Officers, and the Board as a whole.

Table VII shows that all seven Trustees directed the majority of their comments to the Board as a whole. However,

TABLE VII

NUMBER AND PERCENTAGE OF COMMENTS MADE DURING DISCUSSION
OF AGENDA ITEMS CLASSIFIED AS INSTRUCTIONAL PROGRAM

Origina- tors	Percentage of Comments Directed to:				Total	
	Trustees	Officials	Officers	Board	Per Cent	Number
Fal.	--	13.2	10.5	76.3	100.0%	38
Bux.	1.8	14.3	25.0	58.9	100.	56
Br.	3.3	6.6	33.3	56.8	100	30
John.	--	1.6	3.2	95.2	100	62
Sm.	5.8	5.8	5.6	82.8	100	35
Rog.	--	7.8	2.6	89.6	100	39
LaZ.	14.4	14.3	32.1	39.2	100	28
Super.	8.0	1.6	4.8	85.6	100	62
Sec.-T.	5.0	--	15.0	80.0	100	20
D. Super.	13.2	--	3.8	83.0	100	53

it is interesting to note that Chairman LaZerte is the Trustee who directed the smallest percentage of comments to the Board as a whole, thus maintaining a pattern of verbal behavior that was evident during discussion of Staff Personnel and School Buildings and Property. Trustee LaZerte made the greatest percentage of comments directed to Trustees and with Trustee Buxton made the greatest percentage of comments directed to the Officials.

When the interchange of comments between the Trustees and Officials is considered, it is observed that Trustees Johnson and Rogers were not involved in the interchange of comments to the extent they were involved during discussion of Staff Personnel and School Buildings and Property. Figure 4 shows that Trustee Buxton and the Deputy Superintendent dominated the discussion between the Trustees and Officials. The Superintendent participated in the exchange of comments but in a secondary position to that occupied by the Deputy Superintendent.

The data presented in Table VII, page 63, show that all three Officials directed over 80 per cent of their comments to the Board as a whole and that the Secretary-Treasurer and the Deputy Superintendent did not direct any comments to their fellow Officials. The same data show that the Deputy Superintendent made more comments than the Secretary-Treasurer. During discussion of Staff Personnel and School Buildings and Property, the Deputy Superintendent made fewer comments than the Secretary-Treasurer. The increase in the number of comments made by the Deputy Superintendent is at least in part explained by the duties of this Official. The Deputy Superintendent's primary responsibility is for the instructional program, and as a result, he would be expected to respond to the

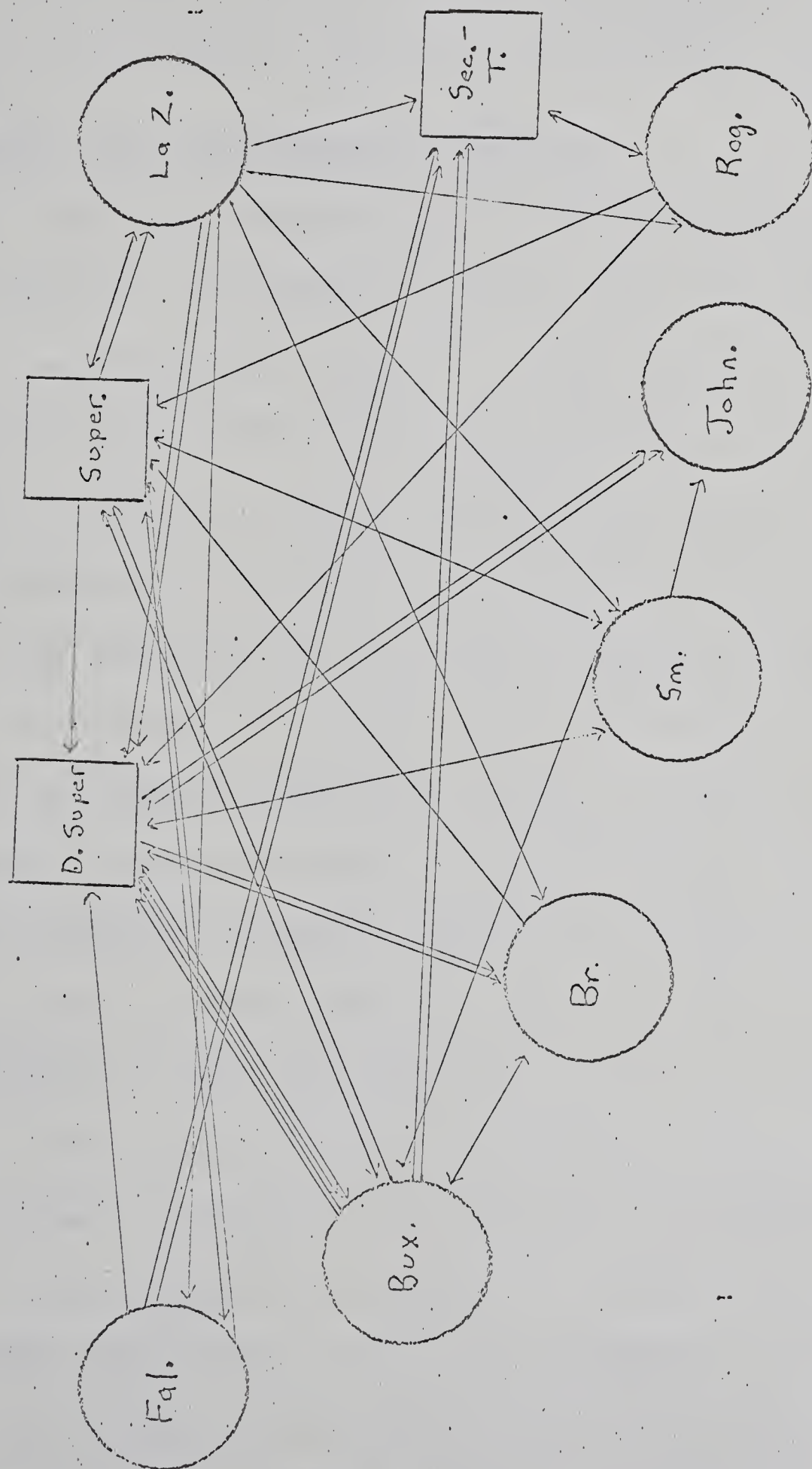


FIGURE 4

EXCHANGE OF COMMENTS BETWEEN TRUSTEES AND OFFICIALS DURING DISCUSSION
OF INSTRUCTIONAL PROGRAM

comments of the Trustees. The Superintendent is the Official who made the greatest number of comments (sixty-two), a number equal to that made by the most vocal Trustee, Trustee Johnson.

Financial and Non-Financial Comments

When the comments made by the Trustee and Officials are examined to determine whether or not they are of a financial or non-financial nature, it is seen that no Trustee had more than one-fifth of his or her comments classified as Financial. Table VIII shows that Chairman LaZerte made the greatest percentage of comments that were classified as Financial (17.9 per cent) and that Trustees Smith and Rogers did not make any comments that were classified as Financial. The making of comments pertaining solely to non-financial aspects of Board business represents a departure from previously mentioned patterns of verbal behavior for Trustees Smith and Rogers who both made comments classified as Financial during discussion of Staff Personnel and School Buildings and Property.

Only two of the Officials made comments that were classified as Financial. The Secretary-Treasurer had 20 per cent of his comments classified as Financial while the Superintendent had 3.2 per cent of his comments so classified. The Secretary-Treasurer, therefore, remains the Official who had the highest percentage of comments classified as Financial.

TABLE VIII

FINANCIAL AND NON-FINANCIAL COMMENTS MADE DURING
DISCUSSION OF INSTRUCTIONAL PROGRAM

Origina- tors	Financial	Per Cent	Non- Financial	Per Cent	Total	Per Cent
Fal.	5	13.2	33	86.8	38	100.0%
Bux.	5	8.9	51	91.1	56	100
Br.	3	10.0	27	90.0	30	100
John.	4	6.5	58	93.5	62	100
Sm.	0	0.0	35	100.0	35	100
Rog.	0	0.0	39	100.0	39	100
LaZ.	5	17.9	23	82.1	28	100
Super.	2	3.2	60	96.8	62	100
Sec.-T.	4	20.0	16	80.6	20	100
D. Super.	-	--	53	100.0	53	100

The Deputy Superintendent, who did not make any comments during discussion of Staff Personnel that were classified as Financial, also did not make any comments classified as Financial when the Instructional Program was discussed.

Valence of Comments

Comments by the Trustees and Officials were classified in eleven of the twelve valence categories. The comments are

classified in all categories except category eleven (shows tension) and are presented in Table IX.

The data presented in Table IX show that only two Trustees, Chairman LaZerte and Trustee Bracco, continued to emphasize questioning as the majority of their comments were classified as asking for orientation and information (valence category seven). Chairman LaZerte and Trustee Bracco thus become the only Trustees who maintained their primary roles as questioners during discussion of Staff Personnel, School Buildings and Property, and the Instructional Program.

Trustees Buxton, Johnson, and Rogers maintained the primary roles they assumed during discussion of School Buildings and Property. Trustee Buxton functioned as a questioner and as an opinion giver while Trustee Johnson and Rogers functioned primarily as opinion givers. Trustee Falconer assumed the primary role of an opinion giver, a role he assumed during discussion of Staff Personnel. Trustee Smith assumed the primary role of an opinion giver for the first time during discussion of the Instructional Program.

The Trustees who functioned primarily as questioners displayed similar patterns of verbal interaction. Chairman LaZerte and Trustee Bracco made the greatest percentage of comments classified as asking for orientation and information

TABLE IX

VALENCE OF COMMENTS MADE DURING DISCUSSION OF INSTRUCTION PROGRAM

Valence Category	Fal.	Bux.	Br.	John.	Sm.	Rog.	LaZ.	Super.	Sec-T	D Super.
1										
No.	--	1	1	1	1	--	2	--	--	--
Per Cent	--	1.8	3.3	1.6	2.9	--	7.1	--	--	--
2										
No.	3	3	--	3	4	--	--	2	--	1
Per Cent	7.9	5.4	--	4.8	11.4	--	--	3.2	--	1.8
3										
No.	1	3	1	1	2	2	1	7	1	4
Per Cent	2.6	5.4	3.3	1.6	5.6	5.1	3.6	11.3	5.0	7.5
4										
No.	1	2	--	--	--	1	1	4	--	3
Per Cent	2.6	3.6	--	--	--	2.6	3.6	6.5	--	5.7
5										
No.	14	17	7	25	10	15	7	7	1	5
Per Cent	36.9	30.3	23.3	40.3	28.6	38.5	25.0	11.3	5.0	9.4
6										
No.	2	6	2	16	6	8	4	39	14	40
Per Cent	5.3	10.7	6.7	25.9	17.1	20.5	14.3	62.9	70.0	75.6
7										
No.	11	18	11	9	5	10	9	2	4	--
Per Cent	28.9	32.1	36.7	14.5	14.3	25.6	32.1	3.2	20.0	--
8										
No.	6	5	5	5	4	3	4	1	--	--
Per Cent	15.8	8.9	16.7	8.1	11.4	7.7	14.3	1.6	--	--
9										
No.	--	1	3	1	1	--	--	--	--	--
Per Cent	--	1.8	10.0	1.6	2.9	--	--	--	--	--

(Continued)

TABLE IX - Continued

Valence Category	Fal.	Bux.	Br.	John.	Sm.	Rog.	LaZ.	Super.	Sec-T	D Super
10										
No.	--	--	--	1	1	--	--	--	--	--
Per Cent	--	--	--	1.6	2.9	--	--	--	--	--
11										
No.	--	--	--	--	--	--	--	--	--	--
Per Cent	--	--	--	--	--	--	--	--	--	--
12										
No.	--	--	--	--	1	--	--	--	--	--
Per Cent	--	--	--	--	2.9	--	--	--	--	--
Total										
No.	38	56	30	62	35	39	28	62	20	53
Per Cent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(valence category seven) and the smallest percentage of comments classified as giving opinion (valence category five). They also had the greatest percentage of comments classified as showing solidarity (valence category one). Reference to Table VII, page 63, also shows that Trustees Lazerte and Bracco are the Trustees who directed the greatest percentage of comments to Officers and the smallest percentage of comments to the Board as a whole.

Also of a similar nature are the patterns of verbal interaction displayed by Trustees Johnson and Rogers who both functioned primarily as opinion givers. Trustees Johnson and

Rogers made the greatest percentage of comments classified as giving opinion and giving orientation and information (valence categories five and six). The same two Trustees also made the smallest percentage of comments classified as asking for opinion (valence category eight). Trustees Johnson and Rogers also displayed similar patterns of verbal behavior during discussion of School Buildings and Property. During discussion of the Instructional Program, Trustees Johnson and Rogers both did not direct comments to their fellow Trustees. They directed the smallest percentage of comments to Officers, but directed the largest percentage of comments to the Board as a whole.

Table IX shows that Trustee Smith was the only Trustee who made a comment classified as showing antagonism (valence twelve), and had the greatest percentage of comments classified as showing tension release (valence category two). Trustee Smith also made one comment that was classified as disagreeing (valence category ten). The only other comment that was classified as disagreeing was made by Trustee Johnson.

Table IX also shows that all three Officials continued to function primarily as explainers. The Superintendent had the same percentage of his comments (11.3 per cent) classified as agreeing and giving opinion (valence categories three and five).

A significant feature of the Superintendent's verbal behavior has to do with the percentage of comments he made that were classified as agreeing (valence category three). Data have been presented (Tables III, page 38; VI, page 53; and IX, page 63) which have indicated that the Superintendent did not make any comments classified as agreeing during discussion of Staff Personnel whereas he had 10 per cent and 11.3 per cent of his comments classified as agreeing during discussion of School Buildings and Property and the Instructional Program respectively. Data have also been presented in the same Tables showing that the majority of the Trustees emphasized the giving of opinion to a greater extent during discussion of School Buildings and Property and the Instructional Program than during discussion of Staff Personnel. Thus it appears that the Superintendent may make comments of agreement when the Trustees emphasize the giving of opinion and is content to function primarily as an explainer who does not make comments of agreement when the Trustees concentrate upon the asking of questions.

Summary

When the Board discussed the Instructional Program, the dual emphasis upon questioning and giving opinion that was evident during discussion of School Buildings and Property

was discontinued. The majority of the Trustees functioned as questioners or as opinion givers but not both. The Officials all continued to function primarily as explainers. The verbal behavior of each Trustee and Official is summarized below.

Trustee Falconer. Trustee Falconer functioned primarily as an opinion giver who directed the majority of his comments to the Board as a whole. Trustee Falconer did not direct any comments to his fellow Trustees, and had the majority of his comments classified as Non-financial.

Trustee Buxton. Trustee Buxton is the only Trustee who functioned as both a questioner and as an opinion giver. He directed the majority of his comments to the Board as a whole and had the majority of his comments classified as Non-financial.

Trustee Bracco. Trustee Bracco, who functioned primarily as a questioner, directed the greatest percentage of his comments to Officers. The majority of Trustee Bracco's comments were classified as Non-financial.

Trustee Johnson. Trustee Johnson continued to be the most vocal of the Trustees as he made the greatest number of comments. He is the Trustee who made the greatest percentage of comments that were directed to the Board as a whole and the

smallest percentage of comments directed to the Officials. Trustee Johnson did not direct any comments to his fellow Trustees and had the majority of his comments classified as Non-financial.

Trustee Smith. Trustee Smith functioned primarily as an opinion giver who directed the majority of his comments to the Board as a whole. Trustee Smith led his fellow Trustees and the Officials in the percentage of comments classified as showing tension release and disagreeing. He had all of his comments classified as Non-financial.

Trustee LaZerte. Trustee LaZerte directed the smallest percentage of comments to the Board as a whole. He did, however, direct the greatest percentage of comments to the Trustees and along with Trustee Buxton, Trustee LaZerte directed the greatest percentage of comments to the Officials. Trustee LaZerte is also the Trustee who had the greatest percentage of comments classified as Financial.

Trustee Rogers. Trustee Rogers functioned primarily as an opinion giver who directed the majority of her comments to the Board as a whole. She made the smallest percentage of comments that were directed to Officers, and as did Trustees Falconer and Johnson, Trustee Rogers did not direct any comments

to her fellow Trustees. Trustee Rogers joins Trustee Smith as the Trustees who had all their comments classified as Non-financial.

The Superintendent. The Superintendent made the same number of comments as did Trustee Johnson, the most vocal of the Trustees. The Superintendent functioned primarily as an explainer who directed the majority of his comments to the Board as a whole. The Superintendent is the only Official who directed a comment to a fellow Official. The majority of the Superintendent's comments were classified as non-financial.

The Secretary-Treasurer. The Secretary-Treasurer functioned primarily as an explainer who directed the majority of his comments to the Board as a whole. The Secretary-Treasurer is the individual who had the greatest percentage of comments classified as Financial.

The Deputy Superintendent. The Deputy Superintendent is the Official who directed the greatest percentage of comments to the Trustees. He functioned primarily as an explainer. The Deputy Superintendent directed the majority of his comments to the Board as a whole and he is the only Official who had all of his comments classified as Non-financial.

II. VERBAL INTERACTION DURING DISCUSSION OF SCHOOL BOARD MATTERS

The Trustees and Officials discussed only five agenda items that were classified as School Board Matters. A total of thirty-two comments were made, twenty-six by the Trustees and six by the Officials. The Deputy Superintendent and Trustee Falconer did not make any comments. Trustee LaZerte made seven comments while Trustees Smith and Johnson made six and five comments respectively. Trustee Rogers and the Superintendent each made four comments. Trustee Bracco and the Secretary-Treasurer made two comments each while Trustee Buxton made only one comment.

Perhaps the most significant aspect of discussion of School Board matters is that Trustee LaZerte, and not Trustee Johnson, made the greatest number of comments. A possible explanation for this occurrence is suggested in the portion of this section pertaining to the valence of the Trustees' comments.

Discussion of School Board matters differed from discussion of the other classifications of agenda items inasmuch as all comments made by the Superintendent and the Trustees were directed to the Board as a whole. The Secretary-Treasurer was the only individual who addressed a Trustee. The Secretary-Treasurer directed one comment to Trustee Buxton and one comment

to the Board as a whole.

Financial and Non-Financial Comments

Trustees Johnson, Smith, and LaZerte were the only Trustees who made comments that were classified as Financial. Trustee Johnson had 40 per cent of his comments, Trustee Smith had 16.6 per cent of his comments, and Trustee LaZerte had 28.6 per cent of his comments classified as Financial. Trustee Johnson is the only Trustee who had comments classified as Financial during discussion of School Board Matters who also had comments classified as Financial during discussion of Staff Personnel, School Buildings and Property, and the Instructional Program. The Superintendent and the Secretary-Treasurer, the only Officials who made comments, had all of their comments classified as Non-financial.

Valence of Comments

The comments made by the Trustees and Officials were classified in only six of the twelve valence categories. Table X shows that comments were made pertaining to showing tension release, agreeing, giving opinion, giving orientation and information, asking for orientation and information, and asking for opinion.

Because of the small number of comments made and the

small number of valence categories into which comments were classified, it is difficult, and perhaps improper, to attempt to use the terms "questioner," "opinion giver," and "explainer" to describe the verbal behavior of the Trustees. Trustee Smith, for instance, had single comments classified in all six valence categories shown in Table X. Perhaps all that can be said is that Trustee Bracco, all of whose comments were classified as giving opinion and asking for opinion, stressed the giving of opinion. Trustee Johnson, all of whose comments were classified as showing tension release and giving opinion, stressed the giving of opinion, and Trustee Rogers, all of whose comments were classified as giving opinion, giving orientation and information and asking for orientation and information, stressed the giving of opinion. Similarly, it can be said that Trustee Buxton's one comment was classified as showing tension release, and that Trustee Smith's verbal behavior did not reflect emphasis on any one type of comment. Finally, it can be said that Trustee LaZerte placed greater importance upon the giving of orientation and information than upon anything else.

Reference was made earlier in this chapter to the fact that Trustee LaZerte made the greatest number of comments. Trustee LaZerte, as Board Chairman, was in a position to supply

his fellow Trustees with information about conferences and conventions which is of concern to the Trustees. Trustee LaZerte, besides being in a position to supply answers, also responds to the opinions of his fellow Trustees and as a result made the greatest number of comments. Trustee LaZerte's emphasis upon explaining is shown in Table X. Table X shows that Trustee LaZerte had five of his seven comments (71.4 per cent) classified as giving orientation and information. No other Trustee had as great a percentage of comments classified in valence category six.

The Superintendent's pattern of verbal behavior paralleled that of Trustee LaZerte inasmuch as the Superintendent emphasized the giving of orientation and information more than the giving of opinion. The Secretary-Treasurer had both his comments classified as giving orientation and information (valence category six).

Summary

The absence of an exchange of comments between the Trustee and Officials, the small number of comments made, and the emergence of Trustee LaZerte as the most vocal Trustee were the significant features of Board discussion of School Board Matters.

CHAPTER VI

VERBAL INTERACTION DURING DISCUSSION OF AGENDA ITEMS

CLASSIFIED AS RAISING AND SPENDING REVENUE

The verbal behavior of the Trustees and Officials during discussion of agenda items classified as Raising and Spending Revenue is discussed in this chapter. Data pertaining to the total number of comments made, the number of comments classified as Financial and Non-financial, and the number of comments classified in the valence categories are presented.

I. COMMENTS MADE BY TRUSTEES AND OFFICIALS

A total of 729 comments were made by the Trustees and Officials during discussion of the four agenda items that were classified as Raising and Spending Revenue. The majority of the comments, 599, were made when the Board considered the 1965-1966 Current Budget.

The Trustees and Officials directed more comments to each other during discussion of agenda items classified as Raising and Spending Revenue than during discussion of the previously mentioned agenda items. When the data presented in Table XI are compared with the corresponding data presented in Chapters III, IV, and V, it becomes evident that six of the

TABLE XI

NUMBER AND PERCENTAGE OF COMMENTS MADE DURING DISCUSSION
OF RAISING AND SPENDING REVENUE

Origina- tors	Percentage of Comments Directed to:				Total	
	Trustees	Officials	Officers	Board	Per Cent	Number
Fal.	25.6	5.2	--	69.2	100.0%	39
Bux.	7.0	24.0	2.8	66.2	100	71
Br.	6.8	27.2	2.3	63.7	100	44
John.	5.0	17.5	2.0	75.5	100	102
Sm.	4.4	12.1	8.8	74.7	100	91
Rog.	6.4	22.6	6.5	64.5	100	62
LaZ.	41.9	9.3	2.3	46.5	100	43
Super.	22.3	--	6.3	71.4	100	112
Sec.-T.	52.1	--	--	47.9	100	48
D. Super.	25.6	0.9	17.1	56.4	100	117

Trustees directed the greatest percentage of their comments to their Trustee colleagues during discussion of agenda items classified as Raising and Spending Revenue. The Trustees were: Falconer, Buxton, Bracco, Johnson, Rogers, and LaZerte. An increase in the percentage of comments the Trustees directed to the Officials is also noticed. Trustees Buxton, Bracco, Smith, Johnson, and Rogers directed a greater percentage of comments to the Officials during discussion of agenda

items classified as Raising and Spending Revenue than they did during discussion of any other classification of agenda items.

The increase in the percentage of comments directed by the Trustees to each other and to the Officials is reflected in the smaller percentage of comments directed to Officers and the Board as a whole. A comparison of the data presented in Table XI with the corresponding data presented in Chapters III, IV, and V, shows that with the exception of Trustees Rogers and Smith, all the Trustees directed the smallest percentage of their comments to Officers during discussion of Raising and Spending Revenue. An examination of the same data shows that with the exception of Chairman LaZerte, the Trustees directed the smallest percentage of their comments addressed to the Board as a whole during discussion of agenda items classified as Raising and Spending Revenue.

The three Officials each directed the greatest percentage of their comments toward Trustees during discussion of agenda items classified as Raising and Spending Revenue. Each of the Officials also directed the smallest percentage of comments to the Board as a whole during discussion of these agenda items.

Table XI shows that the Deputy Superintendent made the greatest number of comments of all the Trustees and Officials

(117 comments). The same table also shows that the Deputy Superintendent is the individual who directed the greatest percentage of comments to Officers (17.1 per cent).

When the number of comments directed by the Trustees to their fellow Trustees is considered, it appears that Chairman LaZerte was the most verbally active Trustee. Figure 5, which shows the exchange of comments among Trustees, indicates that Chairman LaZerte directed a total of twenty comments to his Trustee colleagues, the largest number of comments directed by a Trustee to his fellow Trustees. Figure 5 also shows that Chairman LaZerte addressed all his fellow Trustees. No other Trustee addressed comments to each of the remaining Trustees. Chairman LaZerte is also the only Trustee who had comments directed toward him by each of the remaining Trustees.

When the exchange of comments between the Trustees and Officials is considered, it becomes apparent that the Trustees, led by Trustee Johnson, directed more comments to the Deputy Superintendent than they directed to the Superintendent or the Secretary-Treasurer. Table XII shows that a total of thirty-four comments were directed to the Deputy Superintendent despite the fact that one Trustee, Trustee Falconer, did not direct any comments to the Deputy Superintendent. A total of twenty-five comments were directed to the Superintendent and twenty comments were directed to the Secretary-Treasurer. Table XII

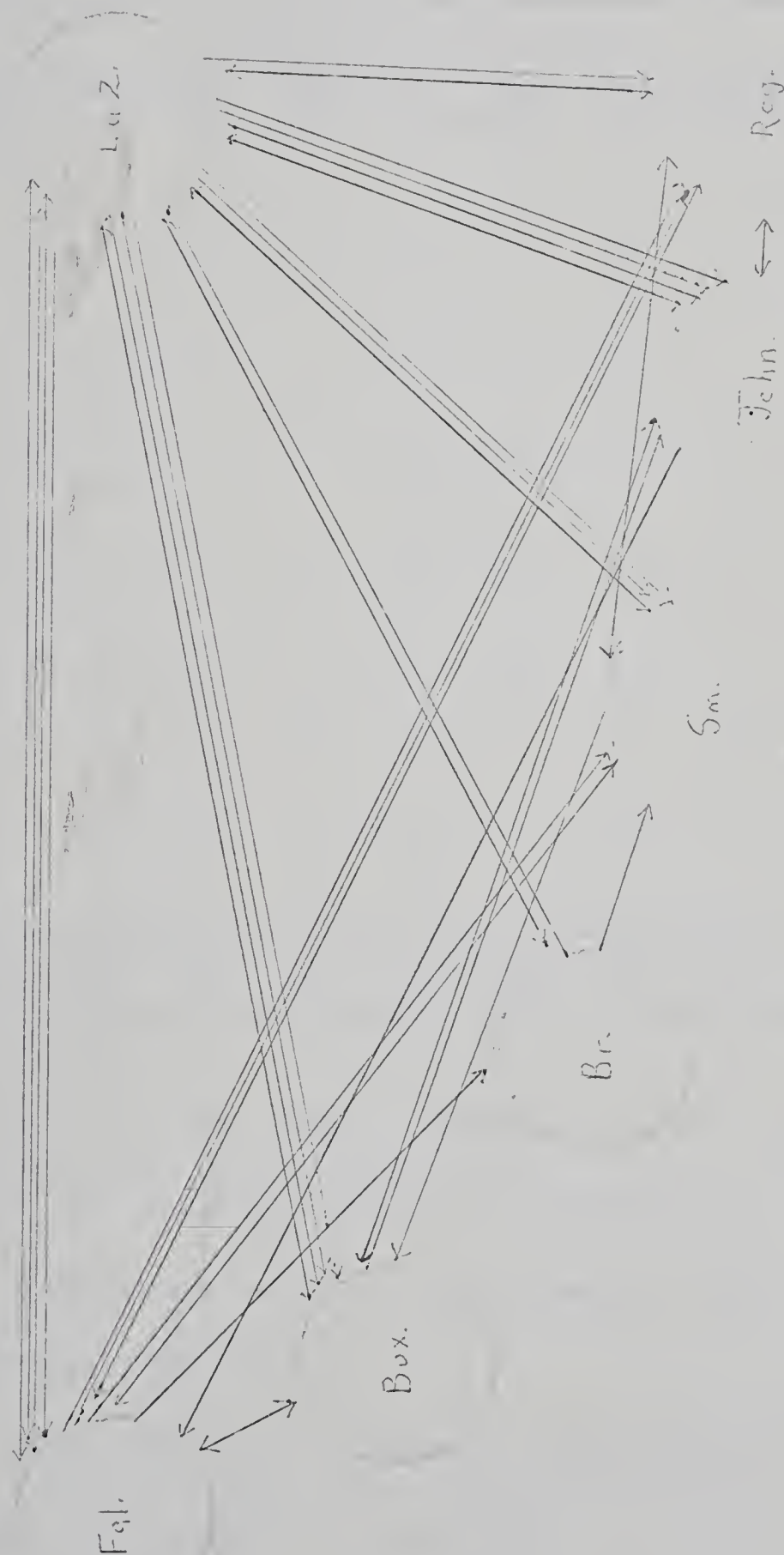


FIGURE 5

EXCHANGE OF COMMENTS AMONG TRUSTEES DURING DISCUSSION
OF RAISING AND SPENDING REVENUE

TABLE XII

EXCHANGE OF COMMENTS BETWEEN TRUSTEES AND OFFICIALS
DURING DISCUSSION OF RAISING AND SPENDING REVENUE

Origina- tors	Comments Directed To:									D. Super. Total	
	Fal.	Bux.	Br.	John.	Sm.	Rog.	LaZ.	Super.	Sec.-T.		
Fal.	#	1	1	-	2	3	3	2	-	-	12
Bux.	1	#	-	2	-	-	2	4	6	7	22
Br.	-	-	#	-	1	-	2	7	3	2	15
John.	1	1	-	#	-	1	2	4	4	10	23
Sm.	1	1	-	-	#	1	1	5	-	6	15
Rog.	1	-	-	1	1	#	1	2	4	8	18
LaZ.	4	4	1	4	3	2	#	1	2	1	22
Super.	1	3	3	6	6	4	2	#	-	-	25
Sec. T.	1	5	7	4	3	5	-	-	#	-	25
D. Super.	-	5	3	10	6	6	-	-	1	#	31
Total	10	20	15	27	22	22	13	25	20	34	208

also shows that the Deputy Superintendent is the Official who directed the greatest number of comments to the Trustees (thirty comments) and the only comment that was directed toward another Official.

The fact that the Deputy Superintendent made the greatest number of comments is explained by the procedure the Board followed when it considered the 1965-1966 Current Budget.

During consideration of the Current Budget, the Superintendent suggested that the Trustees might direct their questions to the Deputy Superintendent, the Official primarily responsible for the instructional program. The Deputy Superintendent, if he desired, could ask any of the Officers who were present to reply. The possible effects of this procedure are noted later in this chapter when the valence category pertaining to the giving of suggestions is considered.

II. FINANCIAL AND NON-FINANCIAL COMMENTS

The data presented in Table XIII show that even when they were discussing agenda items classified as Raising and Spending Revenue, the Trustees and Officials had the majority of their comments classified as Non-financial. Table XIII shows that Trustee Johnson is the Trustee who had the greatest percentage of comments classified as such (87.3 per cent) and Trustee Bracco had the smallest percentage (72.7 per cent).

Although all seven Trustees made comments that were classified as Financial, only three Trustees had a greater percentage of their comments classified as Financial during discussion of agenda items classified as Raising and Spending Revenue than they had classified as Financial during discussion of the previously mentioned classifications of agenda items. The three Trustees were Trustees Falconer, Buxton,

TABLE XIII

FINANCIAL AND NON-FINANCIAL COMMENTS MADE DURING
DISCUSSION OF RAISING AND SPENDING REVENUE

Origina- tors	Financial	Per Cent	Non- Financial	Per Cent	Total	Per Cent
Fal.	7	17.9	32	82.1	39	100.0%
Bux.	12	16.9	59	83.1	71	100
Br.	12	27.3	32	72.7	44	100
John.	13	12.7	89	87.3	102	100
Sm.	14	15.4	77	84.6	91	100
Rog.	11	17.7	51	82.3	62	100
LaZ.	8	17.7	35	82.3	43	100
Super.	15	13.4	97	86.6	112	100
Sec.-T.	11	22.9	37	77.1	48	100
D. Super.	4	3.4	113	96.6	117	100

and Bracco.

Table XIII shows that the three Officials also had the majority of their comments classified as Non-financial. The Secretary-Treasurer had 77.1 per cent of his comments while the Superintendent and the Deputy Superintendent had 86.6 per cent and 96.6 per cent of their statements classified as Non-financial respectively. The Superintendent and the Deputy Superintendent are the only Officials who made the greatest

percentage of their financial comments when the Board discussed Raising and Spending Revenue.

III. VALENCE OF COMMENTS

The comments of the Trustees and Officials were classified in ten of the twelve valence categories. No comments were designated as showing tension (valence category eleven) or showing antagonism (valence category twelve). The number and percentage of comments that were classified in the remaining ten valence categories are shown in Table XIV.

An examination of Table XIV shows that when they discussed agenda items categorized as Raising and Spending Revenue, Trustees, Bracco, Smith, and LaZerte assumed different roles than they assumed during discussion of Staff Personnel, School Buildings and Property, and the Instructional Program. Trustee Bracco functioned primarily as a questioner who sought the opinions of others. Table XIV shows that Trustee Bracco had the majority of his comments classified in valence category eight (asks for opinion). Trustee Smith functioned both as a questioner and as a tension reliever as 25.2 per cent of his comments were classified as asking for orientation and information (valence category seven) and 24.2 per cent of his comments were classified as showing tension release (valence category two). Trustee LaZerte functioned both as an opinion

TABLE XIV

VALENCE OF COMMENTS MADE DURING DISCUSSION OF
RAISING AND SPENDING REVENUE

Valence Category	Fal.	Bux.	Br.	John.	Sm.	Rog.	LaZ.	Supt.	Sec.T	D Super
1										
No.	--	1	1	--	3	--	3	2	--	--
Per Cent	--	1.4	2.3	--	3.3	--	7.0	1.8	--	--
2										
No.	1	9	6	7	22	1	1	8	--	--
Per Cent	2.6	12.7	13.6	6.9	24.2	1.6	2.3	7.1	--	--
3										
No.	3	6	4	5	6	--	--	13	3	9
Per Cent	7.6	8.5	9.1	4.9	6.6	--	--	11.6	6.3	7.7
4										
No.	1	2	--	3	4	--	9	4	--	13
Per Cent	2.6	2.8	--	2.9	4.4	--	20.9	3.6	--	11.1
5										
No.	15	17	3	40	16	16	11	34	2	10
Per Cent	38.4	23.9	6.8	39.2	17.6	25.8	25.6	30.3	4.2	8.5
6										
No.	8	8	2	18	7	9	10	44	43	77
Per Cent	20.5	11.2	4.5	17.6	7.7	14.6	23.3	39.3	89.5	65.8
7										
No.	8	20	11	21	23	27	7	6	--	2
Per Cent	20.5	28.3	25.0	20.6	25.2	43.5	16.3	5.4	--	1.7
8										
No.	2	8	16	4	8	8	1	--	--	1
Per Cent	5.2	11.2	36.4	3.9	8.8	12.9	2.3	--	--	0.9

(Continued)

TABLE XIV - Continued

Valence Category	Fal.	Bux.	Br.	John.	Sm.	Rog.	LaZ.	Super.	Sec.-T	D Super
9										
No.	1	--	1	2	1	1	1	1	--	4
Per Cent	2.6	--	2.3	2.0	1.1	1.6	2.3	0.9	--	3.4
10										
No.	--	--	--	2	1	--	--	--	--	1
Per Cent	--	--	--	2.0	1.1	--	--	--	--	0.9
Total										
No.	39	71	44	102	91	62	43	112	48	117
Per Cent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

giver and as an orientator. He had 25.6 per cent of his comments classified as giving opinion (valence category five) and 23.3 per cent of his comments classified as giving orientation and information (valence category six).

Each of the four remaining Trustees--Falconer, Buxton, Johnson, and Rogers--displayed verbal behavior that was similar to the behavior shown for them during discussion of at least one of the previously mentioned classifications of agenda items. Trustee Falconer functioned primarily as an opinion giver, a role he had also assumed during discussion of Staff Personnel and the Instructional Program. Trustee Buxton functioned primarily as a questioner, a role he assumed during discussion of Staff Personnel. Trustee Johnson assumed the

role that he displayed during discussion of School Buildings and Property and the Instructional Program, that of giving opinions, and Trustee Rogers functioned primarily as a questioner, a role she assumed during discussion of Staff Personnel.

Table XIV shows only three comments were classified as disagreeing (valence category ten). The same two Trustees who had comments classified as disagreeing during discussion of the Instructional Program, Trustees Johnson and Smith, had comments classified as disagreeing during discussion of Raising and Spending Revenue.

Whereas two Trustees made comments classified as disagreeing, all seven Trustees made comments classified as showing tension release. Table XIV shows that Trustee Smith had by far the greatest percentage of comments classified as showing tension release (valence category two). Trustee Smith had 24.2 per cent of his comments classified as showing tension release, thus becoming the Trustee who had the greatest percentage of comments so classified during discussion of all classifications of agenda items.

Table XIV shows that all three Officials continued to function as explainers as the majority of their comments were classified in valence category six (gives orientation and information). The Superintendent, however, voiced his opinions

more often during discussion of Raising and Spending Revenue than he did during discussion of the other classifications of agenda items. Table XIV, page 90, shows that the Superintendent had 30.3 per cent of his comments classified as giving opinion (valence category five) and 10.9 per cent more than he had classified as giving opinion during discussion of Staff Personnel.

Another interesting aspect of the Superintendent's verbal behavior has to do with the percentage of comments he made that were classified as agreeing (valence category three). Mention was made in Chapter V, that the Superintendent had 10 per cent of his comments classified as agreeing during discussion of School Buildings and Property and 11.3 per cent of his comments classified as agreeing during discussion of the Instructional Program. The suggestion was put forward that the Superintendent made only comments of agreement when the Trustees emphasized the giving of opinion. When the observations noted above are considered in the light of the data presented in Table XIV, page 90, it appears that the Superintendent functions in the manner suggested. This table shows that the Superintendent had 11.1 per cent of his comments classified as agreeing and that three of the Trustees had the greatest percentage of their comments classified as giving opinion (valence category five). The Superintendent, then,

makes comments of agreement when the Trustees emphasize the giving of opinion.

Reference was made earlier in this chapter, pages 85 and 87, to the fact that the procedures followed during discussion of the 1965-1966 Current Budget could have affected the number of comments made by the Deputy Superintendent. Table XI, page 82, shows that the Deputy Superintendent directed 17.1 per cent of his comments (20 comments) to Officers. Although there is no way of determining how many comments the Deputy Superintendent would have directed to Officers if the Superintendent had not made his suggestion, it is suggested that he would have made fewer comments than he did. Partial, although not conclusive support for the suggestion made above comes when the data in Table XIV, page 90, is considered. This table shows that the Deputy Superintendent had thirteen comments classified in valence category four (giving suggestions), the category into which comments asking Officers to respond to questions were classified. Even if six of the Deputy Superintendent's comments classified as giving suggestions arose as a result of the Superintendent's suggestion, the Deputy Superintendent would have made fewer comments than the Superintendent. The Superintendent, in all probability, would have directed the Trustees' comments to the Officers himself or the Trustees would have directed their questions

to the Officers, by-passing the Officials.

IV. SUMMARY

A greater number of comments were exchanged among the Trustees and Officials during discussion of Raising and Spending Revenue than were exchanged during discussion of the other classifications of agenda items. Despite the nature of the business before the Board, Trustees Falconer, Buxton, and Bracco were the only Trustees who made the greatest percentage of their "financial" comments during discussion of Raising and Spending Revenue. Trustees Falconer, Buxton, Johnson, and Rogers displayed patterns of verbal behavior they had displayed before while Trustees Bracco, Smith, and LaZerte displayed new patterns of verbal behavior. The verbal behavior of each Trustee and Official is summarized below.

Trustee Falconer. Trustee Falconer functioned primarily as an explainer who directed the majority of his comments to the Board as a whole. He is the only Trustee who did not direct any comments to Officers.

Trustee Buxton. Trustee Buxton functioned primarily as a questioner. He directed the majority of his comments to the Board as a whole.

Trustee Bracco. Trustee Bracco is the only Trustee who functioned primarily as an opinion seeker. No other Trustee directed a greater percentage of comments to the Officials or had a greater percentage of financial comments.

Trustee Johnson. Trustee Johnson, the most vocal of the Trustees, functioned primarily as an explainer who directed the greatest percentage of Trustees' comments to the Board as a whole. He is the Trustee who had the smallest percentage of comments classified as Financial.

Trustee Smith. Trustee Smith functioned both as a questioner and as a tension reliever. He is the Trustee who directed the greatest percentage of comments to Officers.

Trustee Rogers. Trustee Rogers functioned primarily as a questioner. She directed the majority of her comments to the Board as a whole.

Trustee LaZerte. The Board Chairman, Trustee LaZerte, functioned as both an opinion giver and as an explainer. Trustee LaZerte is the Trustee who directed the greatest number and percentage of comments to his fellow Trustees as well as being the Trustee to whom the greatest number of comments were addressed by Trustee colleagues. Trustee LaZerte is also the individual who directed the smallest percentage of comments

to the Board as a whole.

The Superintendent. The Superintendent made more comments than did any of the Trustees. He functioned primarily as an explainer. The Superintendent stated his opinions more often than he had previously done.

The Secretary-Treasurer. The Secretary-Treasurer functioned primarily as an explainer. He is the Official who directed the greatest percentage of comments to the Trustees and the smallest percentage of comments to the Board as a whole.

The Deputy Superintendent. No other Trustee or Official made more comments than did the Deputy Superintendent. He functioned primarily as an explainer and he is the individual who directed the greatest percentage of comments to Officers.

CHAPTER VII

VERBAL INTERACTION DURING DISCUSSION OF DELEGATION PRESENTATIONS

The Edmonton Public School Board heard presentations from a total of ten delegations during the six-month period covered by this study. The business brought before the Board was classified in two categories, School Buildings and Property, and Instructional Program. The verbal behavior of the Trustees and Officials as they discussed the two classifications of delegation presentations is the subject of this chapter.

I. BOARD DISCUSSION OF DELEGATION PRESENTATIONS

CLASSIFIED AS SCHOOL BUILDINGS AND PROPERTY

The Trustees and Officials made a total of 139 comments when they discussed the five delegation presentations that were classified as School Buildings and Property. The Alberta Federation of Home and School Associations and the Edmonton Welfare Council both presented briefs pertaining to the use of schools. The Garneau Home and School Association presented a brief pertaining to fire prevention, and a delegation of parents discussed with the Trustees the Board's plans for school buildings in the Avalon-Lendrum district of Edmonton. The fifth delegation brief was presented to the Board by

representatives of the Alberta Association of Architects and concerned proposed amendments to the Board's Architect-Client Agreement. Table XV shows the total number of comments made by each Trustee and Official and the percentage of comments that were directed to Trustees, Officials, Officers, representatives of delegations, and the Board as a whole.

TABLE XV

NUMBER AND PERCENTAGE OF COMMENTS MADE DURING DELEGATION PRESENTATIONS CLASSIFIED AS SCHOOL BUILDINGS AND PROPERTY

Percentage of Comments Directed to:							
Origina- tors	Trustees	Offi- cials	Offi- cers	Reps. of Delegations	Board	Per Cent	Number
Fal.	--	25.0	16.7	16.7	41.6	100.0%	12
Bux.	9.0	--	18.2	31.9	40.9	100.0	22
Br.	9.1	--	--	36.4	54.5	100.0	11
John.	4.4	2.2	--	43.4	50.0	100.0	46
Sm.	--	--	--	--	100.0	100.0	9
Rog.	--	--	--	--	100.0	100.0	10
LaZ.	20.0	--	--	80.0	--	100.0	5
Super.	14.2	--	--	7.1	78.7	100.0	14
Sec.-T.	16.7	--	--	--	83.3	100.0	6
D. Super.	--	--	--	--	100.0	100.0	4

Despite the fact that all the Trustees had opportunities to direct comments to representatives of delegations, two Trustees did not communicate with the representatives. Table XV shows that Trustees Smith and Rogers directed all of their comments to the Board as a whole while their fellow Trustees directed varying percentages of their comments to the representatives of delegations. Chairman LaZerte directed the greatest percentage of comments to the representatives of delegations (80 per cent) while, of the Trustees who addressed the representatives, Trustee Falconer directed the smallest percentage of comments (16.7 per cent). Table XV also shows that one Trustee, Chairman LaZerte, did not direct any comments to the Board as a whole. He directed 20 per cent of his comments to the Trustees and, as was mentioned above, directed 80 per cent of his comments to representatives of delegations. Trustees Falconer and Johnson are the only Trustees who addressed the Officials while Trustees Falconer and Buxton are the only Trustees who directed comments to Officers.

The Superintendent and the Secretary-Treasurer both directed comments to the Trustees. The Superintendent is the only Official who addressed representatives of delegations. The Deputy Superintendent directed all four of his comments to the Board as a whole.

Figure 6 shows only a limited exchange of comments

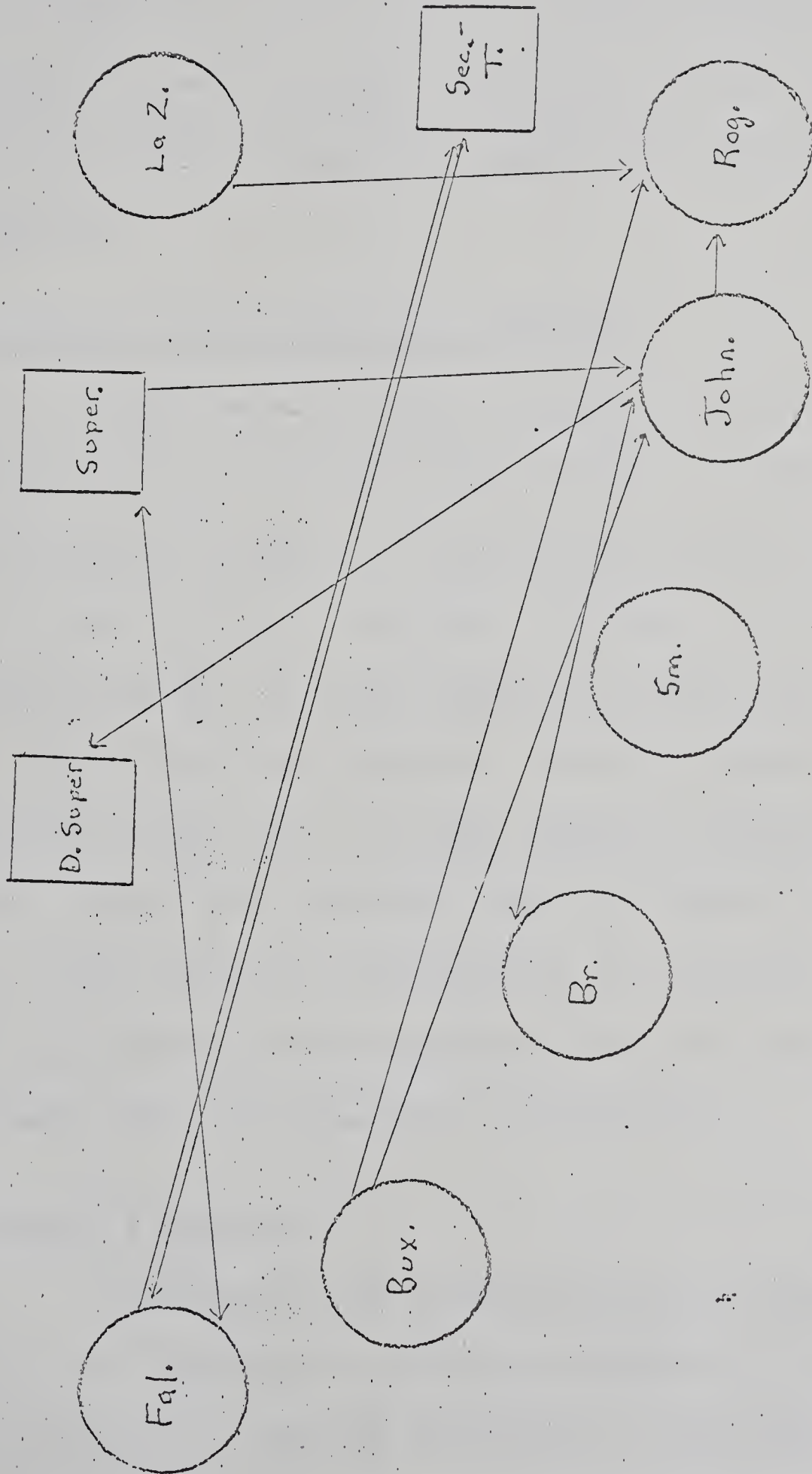


FIGURE 6

COMMENTS BETWEEN TRUSTEES AND OFFICIALS DURING DISCUSSION OF DELEGATION
PRESENTATIONS CLASSIFIED AS SCHOOL BUILDINGS AND PROPERTY

between the Trustees and Officials. Trustee Smith was isolated from the exchange of comments while Trustees Falconer and Johnson each made a total of three comments, the greatest number of comments made. Trustee Rogers is the Trustee who had the greatest number of comments directed to her (three comments).

Financial and Non-financial Comments

When the Board heard delegation presentations classified as School Buildings and Property, the emphasis was on the non-financial aspects of the business before the Board. Table XVI shows that four Trustees: Falconer, Bracco, Rogers, and LaZerte had all of their comments classified as Non-financial. The remaining three Trustees: Buxton, Johnson, and Smith, all had over 86 per cent of their comments classified as non-financial. Table XVI also shows that the Deputy Superintendent had all of his comments classified as Non-financial while the Superintendent and the Secretary-Treasurer each made only one comment that was classified as Financial.

Valence of Comments

The Trustees and Officials did not make any comments that were classified as showing solidarity, disagreeing, showing tension, or showing antagonism. The number and percentage of comments that were classified in the remaining eight valence

TABLE XVI

FINANCIAL AND NON-FINANCIAL COMMENTS MADE DURING DELEGATION
PRESENTATIONS CLASSIFIED AS SCHOOL BUILDINGS AND PROPERTY

Origina- tors	Financial	Per Cent	Non- Financial	Per Cent	Total	Per Cent
Fal.	0	0.0	12	100.0	12	100.0%
Bux.	1	4.5	21	95.5	22	100.0
Br.	0	0.0	11	100.0	11	100.0
John.	6	13.0	40	87.0	46	100.0
Sm.	1	11.1	8	88.9	9	100.0
Rog.	0	0.0	10	100.0	10	100.0
LaZ.	0	0.0	5	100.0	5	100.0
Super.	1	7.1	13	92.9	14	100.0
Sec.-T.	1	16.7	5	83.3	6	100.0
D. Super.	0	0.0	4	100.0	4	100.0

categories are shown in Table XVII.

The stating of opinions was a dominant feature of the verbal behavior of the Trustees. Table XVII shows that with the exception of Trustee LaZerte, all the Trustees made comments that were classified as giving opinion (valence category five). Four Trustees: Bracco, Johnson, Smith, and Rogers, had the majority of their comments classified as giving opinion (valence category five).

Trustee Falconer assumed a dual role, that of an opinion giver and a questioner. Table XVII shows that Trustee Falconer had 33.3 per cent of his comments classified in each of valence categories five and seven (giving opinion, and asking for orientation and information).

Trustee Buxton functioned primarily as an opinion seeker as he had the majority of his comments classified as asking for opinion (valence category eight). Chairman LaZerte, who made the smallest number of comments (five) had three comments classified as asking for opinion (valence category eight).

Table XVII shows that both the Secretary-Treasurer and the Deputy Superintendent functioned solely as explainers as all of their comments were classified as giving orientation and information (valence category six).

The Superintendent also functioned primarily as an explainer as the majority of his comments (42.9 per cent) were classified as giving orientation and information (valence category six). Table XVII shows that once again the Superintendent made comments classified as agreeing (valence category three) when the Trustee emphasized the giving of opinion.

Summary

Only a limited exchange of comments between the Trustees and Officials occurred during discussion of delegation

presentations classified as School Buildings and Property. Trustees Bracco, Johnson, Smith, and Rogers functioned primarily as opinion givers; Trustees Buxton and LaZerte functioned primarily as opinion seekers, and Trustee Falconer functioned as both an opinion giver and as a questioner. The three Officials served as explainers. Emphasis was placed on the non-financial aspects of the business before the Board by all Trustees and Officials.

II. BOARD DISCUSSION OF DELEGATION PRESENTATIONS

CLASSIFIED AS INSTRUCTIONAL PROGRAM

The Edmonton Public School Board heard and discussed five delegation presentations that were classified as Instructional Program. Religious education was the subject of the briefs presented by the Edmonton and District Council of Churches, the Unitarian Church of Edmonton, and the Edmonton Jewish Community Council. The Jasper Place Council of Home and School Associations presented a brief regarding a textbook rental system and the Ritchie Home and School Association's brief concerned the Edmonton Transit System's bus passes. A total of ninety comments were made during discussion of the delegation presentations.

A complete absence of an interchange of comments between the Trustees and Officials characterized discussion of

the Instructional Program. Furthermore, only one Official, the Superintendent, made any comments. The Superintendent made only four comments, ten comments fewer than he made during discussion of delegation presentations classified as School Buildings and Property. The Superintendent and each of the seven Trustees did not address any comments to Officers. The Superintendent and each of the seven Trustees did, however, direct comments to the representatives of delegations and to the Board as a whole.

The fact that the Deputy Superintendent did not make any comments is at least in part explained by the procedures followed by the Board when it heard delegations. The Board, after hearing and discussing delegation presentations, received the delegation briefs as information. The administrative staff was then in a position to gather information and advise the Board at future meetings. The importance of the Deputy Superintendent's role during the actual discussion of briefs at Board meetings was, then, diminished.

The percentage of comments that were directed to representatives of delegations and to the Board as a whole are shown in Figure 7. Figure 7 shows that Trustee Bracco directed the greatest percentage of comments to representatives of delegations (76.9 per cent) and Trustee Johnson directed the smallest percentage (7.1 per cent).

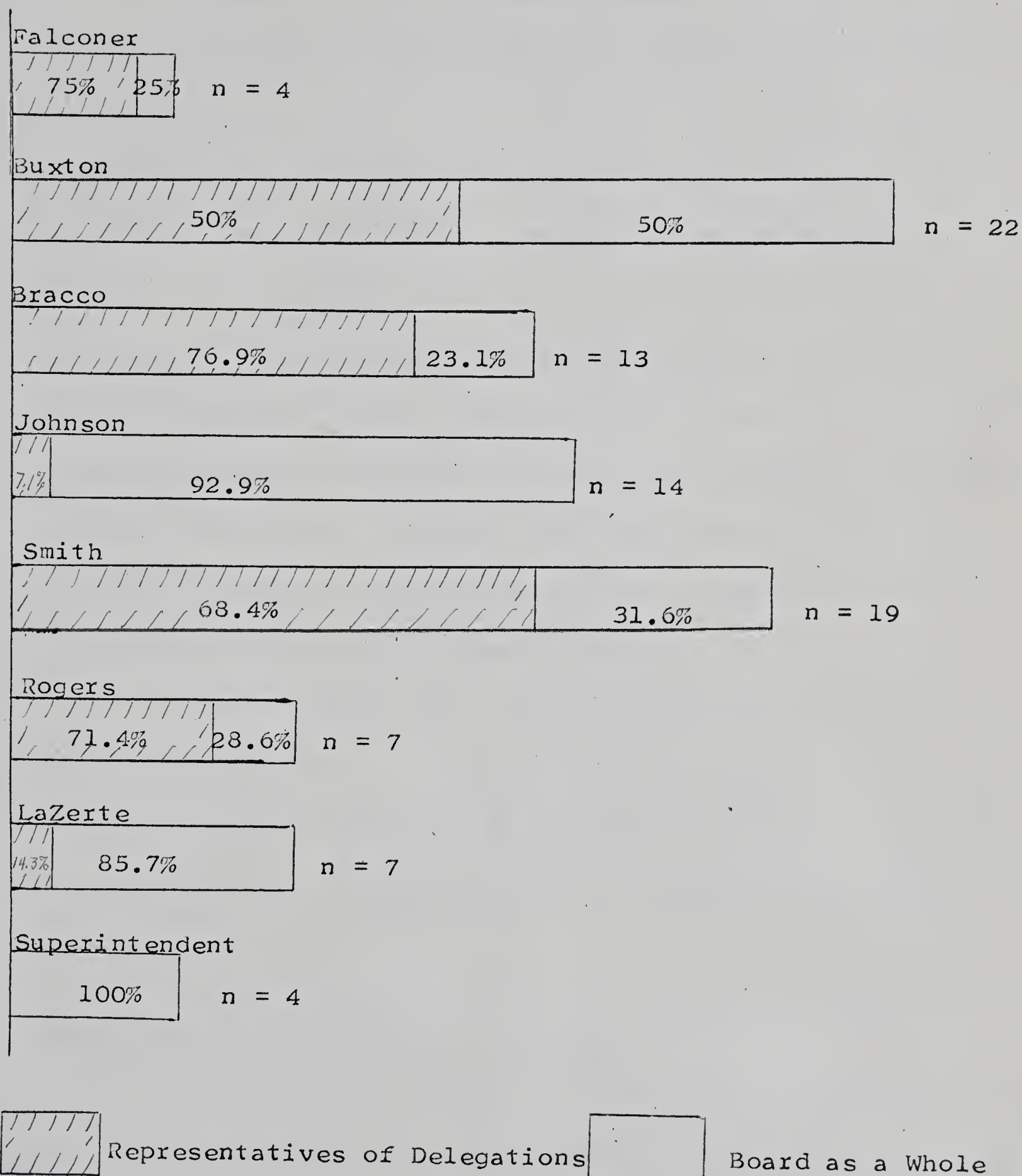


FIGURE 7

PERCENTAGE OF COMMENTS DIRECTED TO REPRESENTATIVES OF
DELEGATIONS AND THE BOARD AS A WHOLE

A comparison of the data presented in Figure 7 with the data presented in Table XV, page 99, suggests that representatives of delegations received more attention from the majority of the Trustees when the business before the Board concerned the Instructional Program. Trustees Falconer, Buxton, Bracco, Smith, and Rogers all directed a greater percentage of their comments to representatives of delegations during discussion of the Instructional Program than they did during discussion of School Buildings and Property. Trustees Johnson and LaZerte, however, directed a smaller percentage of their comments to representatives of delegations during discussion of the Instructional Program.

Figure 7 shows that the Superintendent directed all of his comments to the Board as a whole, whereas during discussion of School Buildings and Property (Table XV, page 99), he directed only 78.7 per cent of his comments to the Board as a whole.

Financial and Non-financial Comments

The financial aspects of the business brought before the Board by delegations concerned only one Trustee. Trustee Falconer had one of his four comments classified as Financial. The Superintendent and the remaining six Trustees had all of their comments classified as Non-financial.

Valence of Comments

The Superintendent and the Trustees did not make any comments that were classified as disagreeing, showing tension, or showing antagonism. The number and percentage of comments that were classified in the remaining nine valence categories are shown in Table XVIII.

The emphasis upon the giving of opinions that was noted during discussion of delegation presentations classified as School Buildings and Property was not nearly as pronounced when delegation presentations concerning the Instructional program are considered. Table XVIII shows that only one Trustee, Chairman LaZerte, emphasized the giving of opinions and even then Trustee LaZerte had an equal percentage of his comments classified as giving opinions and giving suggestions (valence categories five and four).

Trustees Bracco, Johnson, Smith, and Rogers, who functioned primarily as opinion givers during discussion of delegation presentations classified as School Buildings and Property, assumed different roles when delegations brought business to the Board concerning the Instructional Program. Trustee Bracco put equal emphasis upon questioning and seeking opinions as 30.8 per cent of his comments were classified in each of valence categories seven and eight (asks for orientation and information, and asks for opinion). Trustees Johnson and

Rogers functioned primarily as questioners as the majority of their comments were classified as asking for orientation and information (valence category seven). Trustee Smith assumed an explaining role. The majority of his comments were classified in valence category six (gives orientation and information).

The most vocal Trustee, Trustee Buxton, functioned primarily as a questioner as 50 per cent of his comments were classified as asking for orientation and information (valence category seven). Trustee Falconer, the Trustee who made the smallest number of comments, also functioned primarily as a questioner.

The Superintendent once again served as an explainer as three of his four comments were classified as giving orientation and information (valence category six).

Summary

An absence of an interchange of comments between the Trustees and Officials and emphasis upon questioning and the seeking of opinions characterized discussion of business concerning the Instructional Program that was brought before the Board by delegations. The fact that the Secretary-Treasurer and the Deputy Superintendent did not make any comments and the fact that only one comment was classified as Financial also were elements of the verbal behavior of the Trustees and Officials.

CHAPTER VIII

CONCLUSIONS, EVALUATION OF PROCEDURES USED, AND SUGGESTIONS FOR FUTURE INVESTIGATIONS

I. CONCLUSIONS

The purpose of this study was to investigate the verbal interaction carried on by the Trustees and Officials of the Edmonton Public School Board so as to answer the following questions:

1. Do the Trustees and Officials differ in the number of comments they make on selected agenda items?
2. Do the Trustees and Officials make different numbers of comments classified as Financial and Non-financial during discussion of the selected agenda items?
3. When discussing the selected agenda items, will the comments of the Trustees and Officials be of the same nature or valence?

The following conclusions resulted from the analysis of data collected at Board meetings:

1. Each Trustee made a different number of comments when the Board discussed agenda items classified as Staff Personnel, School Buildings and Property, Instructional Program, School Board Matters, and Raising and Spending Revenue.

2. All Trustees, with the exception of Trustee Buxton, made different numbers of comments when they discussed delegation presentations classified as School Buildings and Property, and Instructional Program. Trustee Buxton made twenty-two comments when the Board discussed the two classifications of delegation presentations.
3. Each of the Officials made a different number of comments during discussion of agenda items classified as Staff Personnel, School Buildings and Property, Instructional Program, School Board Matters, and Raising and Spending Revenue.
4. Each of the Officials made different numbers of comments during discussion of delegation presentations classified as School Buildings and Property and Instructional Program.
5. Not all Trustees made a different number of comments that were classified as Financial. Only Trustees Smith, Johnson, and LaZerte made different numbers of comments that were classified as Financial when the Board discussed the agenda items labelled Staff Personnel, School Buildings and Property, Instructional Program, School Board Matters, and Raising and Spending Revenue.

6. Trustees Falconer, Buxton, Johnson, and Smith were the only Trustees who made different numbers of comments that were classified as Financial when the Board discussed the two classifications of delegation presentations.
7. The Superintendent and the Secretary-Treasurer made different numbers of comments that were classified as Financial, when they discussed Staff Personnel, School Buildings and Property, the Instructional Program, School Board Matters, and Raising and Spending Revenue. The Deputy Superintendent, who did not make any comments during discussion of Staff Personnel, Instructional Program or School Board Matters that were classified as Financial, made different numbers of comments classified as Financial when the Board discussed School Buildings and Property, and Raising and Spending Revenue.
8. The Superintendent and the Secretary-Treasurer made different numbers of comments when the Board discussed delegation presentations classified as School Buildings and Property, and Instructional Program. The Deputy Superintendent did not make any comments when the Board discussed the two classifications of delegation presentations.

9. All the Trustees, with the exception of Trustee Rogers, made different numbers of comments that were classified as Non-financial when they discussed agenda items classified as Staff Personnel, School Buildings and Property, Instructional Program, School Board Matters, and Raising and Spending Revenue.
10. All seven Trustees made different numbers of comments classified as Non-financial when the Board discussed the two classifications of delegation presentations.
11. Each of the Officials made a different number of comments classified as Non-financial when the Board discussed Staff Personnel, School Buildings and Property, Instructional Program, School Board Matters, and Raising and Spending Revenue.
12. The Superintendent made different numbers of comments classified as Non-financial when the Board discussed the two classifications of delegation presentations. The Secretary-Treasurer and the Deputy Superintendent did not make any comments when the Board discussed delegation presentations classified as Instructional Program. They made a different number of comments when they discussed delegation presentations classified as School Buildings and Property.

13. Comments made by the Trustees and Officials were assigned to several valence categories during discussion of all classifications of agenda items. Although they often had the majority of their comments classified in the same valence categories, the Trustees and Officials never exhibited identical patterns of verbal behavior as they never had an equal number and percentage of comments classified in the same valence categories.

II. EVALUATION OF PROCEDURES USED

The charts entitled Regular Agenda items and Delegation Presentations were designed to allow the writer to note the Trustee or Official who made a comment, to whom the comment was addressed, whether the comment was of a Financial or Non-financial nature, and the valence of the comment. The investigator found that in most instances he could record the above-mentioned data as comments were being made. When different individuals made numerous comments during a short period of time, the investigator was able to keep track of the comments made. This was possible because when comments were following one another rapidly, they were invariably of the same valence.

The twelve categories developed by R.F. Bales were used to record the valence of the comments made by the Trustees

and Officials. The valence categories and their corresponding numbers were easily and rapidly committed to memory. The writer listed the categories on a small card which could be referred to during Board discussion of agenda items. No difficulty was experienced in handling the card along with the charts mentioned above.

Mention was made that comments were classified in eleven of the twelve categories. No comments were classified in valence category eleven (shows tension). This does not mean, however, that individual Trustees and Officials did not show signs of tension. Bales includes nervous habits, flushing, covering the face with the hands, and similar actions under category eleven. These visual, rather than spoken, manifestations of tension were not recorded for purposes of this study. The exclusion from this study of the types of behavior mentioned above was recognized earlier in this thesis as a weakness of the study.

The investigator found that the remaining eleven valence categories were appropriate for classifying the spoken comments of the Trustees and Officials.

III. SUGGESTIONS FOR FUTURE STUDY

The following suggestions are advanced in the hope that further understanding of the activities and practices of

school boards will result.

1. Studies of both urban and rural school boards which seek to determine if different patterns of verbal interaction are displayed by trustees and officials during discussion of agenda items.
2. An examination of the stated objectives and philosophies of bodies that nominate individuals for election to school boards and a comparison of the objectives and philosophies with the subsequent performance of successful nominees would be of interest.
3. A comparison of the verbal interaction displayed by newly-elected trustees with the verbal interaction displayed by trustees of longer tenure on school boards.
4. A comparison of the verbal interaction displayed at board meetings by provincially-appointed and locally-appointed superintendents.

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APPENDIX

RECORD OF REGULAR AGENDA ITEMS

Agenda. Classification. _____

Regular Agenda Items

	Board	Fal.	Bux.	Br.	Jehn.	Sm.	Reg.	Laz.	Sup.	S-T.	D.S.	OFF.	Fin.	N.-Fin.	Val.
Fal.		/ / / /													
Bux.		/ / / /													
Br.			/ / / /												
Jehn.				/ / / /											
Sm.					/ / / /										
Reg.						/ / / /									
Laz.							/ / / /								
Sup.								/ / / /							
S-T.									/ / / /						
D.S.										/ / / /					

RECORD OF DELEGATION PRESENTATIONS

Delegation Presentation

Agenda Classification

	Board	Fal.	Box	Br.	John	Sm	R.	2-12	Sq	S-T	RS	OFF	Del.	Fin.	N-Fin	Valence of Comments
Fal.		///														
Box		///														
Br.			///													
John				///												
Sm.					///											
Reg.						///										
LoZ.							///									
Sop.								///								
S-T.									///							
D.S.										///						

